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ABSTRACT

Reported are the proceedings of an institute on the employment opportunities for blind teachers. Included are the keynote address by Ewald B. Nyquist on the importance of employing blind teachers, two responses to it, and papers on teaching the following subjects as a blind person: grade 5, grade 6, general science in grades 7-9, math, Spanish, physics, and chemistry. Also discussed are the availability of qualified blind teachers, job seeking, and administrative considerations in the employment of blind teachers. Included are summaries of three workshops on the agency role, the blind teacher, and the school/college administrator's role, and comments received with returned survey questionnaires. (KW)

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EMPLOYMENT OF QUALIFIED BLIND TEACHERS IN TEACHING POSITIONS IN THE PUBLIC SCHOOL SYSTEMS AT BOTH THE ELEMENTARY AND THE SECONDARY GRADE LEVELS

Report Presented by
THE NEW YORK ASSOCIATION FOR THE BLIND
111 East 59 St., New York, New York 10022
on
REGIONAL TRAINING INSTITUTE
Held at
THE LIGHTHOUSE
March 18 and 19, 1969

Sponsored by
The New York Association for the Blind
and
Social and Rehabilitation Service, Region II
Rehabilitation Services Administration
U.S. Dept. of Health, Education, and Welfare
New York, New York

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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For co-sponsoring this Institute for the exchange of ideas and opinions on the employment opportunities for blind teachers, we are indebted to, and grateful for, RSA Grant 763-T-69 from Social Rehabilitation Service Region II, Rehabilitation Services Administration, United States Department of Health, Education, and Welfare. We are particularly indebted to Henry Williams, Assistant Regional Representative, who strongly felt the great need for school administrative and placement personnel, rehabilitation and guidance counselors to discuss the concerns, apprehensions, the practicality, and the presumed impracticality of hiring blind qualified teachers in the public school systems. We are most appreciative of his direction and guidance in obtaining the grant and his assistance in the planning of the program.

We are also indebted to the Board of Directors of the New York Association for the Blind who, because of their understanding of the existing problem, co-sponsored the Institute with the earnest desire to help turn the serious motivation of blind teachers to teach into satisfied ambition.

We wish to express our sincere appreciation to all members of the Planning Committee who freely gave of their time and initiative to make the program meaningful and successful.

The diligent work of Morton Kleinman made possible the attendance of school officers and rehabilitation counselors to see and hear firsthand how blind teachers function in the classroom. We appreciate also his able assistance to the project director in coordinating the workshops.

Grateful acknowledgment is hereby made to all the participants for their enthusiastic support and professional assistance in reporting their findings, observations, and suggestions in the presentation of papers and in the workshops, particularly to Dr. Ewald Nyquist, Deputy Commissioner of the New York State Education Department, for his keynote address, making school officials cognizant of the value and availability of qualified blind teachers.

Special thanks are expressed to the panel of teachers for taking the time from their classrooms to demonstrate methods and techniques of teaching as blind persons.

William F. Gallagher
Project Director

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INTRODUCTION

Wesley D. Sprague

The purpose of this institute was to inform school administrators and placement personnel, guidance counselors, and rehabilitation counselors that blind teachers can successfully assume the responsibilities of carrying out teaching duties in the putlic school program, thus correcting the misconceptions, the unexamined assumptions, and the unfounded prejudices regarding blind teachers. Blind teachers have achieved and are achieving in the teaching profession. Sighted teachers who have had former students of blind teachers have well attested to these students having learned their subjects well.

To serve the students in our public schools and to satisfy their best interests, the best qualified teacher should be hired. Should the teacher be blind, it does not mean he or she is less qualified. The principals of the schools should be exposed to the widest conceivable range of teaching and the variant experiences in successful classroom learning. Obviously, one does not or should not base his findings on the failure of one blind teacher and dismiss the possibility that another blind teacher can perform satisfactorily. School officers are to serve the students in fulfilling in the best manner possible their academic requirements and social obligations. It is only after an interview is granted and the opportunity to teach is given the teacher applicants that a just decision may be reached as to their requisite competencies.

It appears to be a corollary rule not to try something new and continue with the smug acceptance of the already tried procedures. This is incompatible with the needed reforms in the field of education to do a better than good job in enriching the lives of our students and expanding their horizons. The consequences of the continuation of old practices is complete lack of progress. One does not stop searching for good talent for the schools and one does not back away from controversy and maintain a narrow and cautious scope. It is to those whose minds are open and receptive that this report addresses itself. With confidence, it asks for the recognition of qualified teachers who are blind and who are deserving of their rightful place in the education of our future citizens and leaders. I think we have evidence enough to warrant their inclusion on the professional staff of our public school systems. In this time of urgent need for more and more qualified teachers, can we afford not to accept teachers who have ably demonstrated they possess the academic training and ability to teach?

The primary issue of our conference was that "A Teacher Is a Teacher" regardless of whether his sight is impaired, his gait is uneven, or his back is more arched than normal. The teaching profession is composed of individual people just as the students are individual people with varied interests. It is the mind of the teacher that teaches, and it is the mind of the student that absorbs the teaching. A student with a physical impairment does not disqualify him from learning any more than a physical impairment in the teacher disqualifies him from teaching. Every teacher, blind or sighted, has a different method of displaying his abilities and possibilities. The emphasis in hiring blind teachers should be on how he uses these abilities and possibilities. One does not know what a person can do until he has been tested by exposure and experience. The potential and abilities of blind teachers must be weighed against their academic and teaching expertise, not their degree of vision or no vision per se!

It has been proven throughout this country that a blind teacher can contribute to the personal growth of students in academic knowledge and in better understanding and awareness of the differences in intellectual and spiritual values of people. This report contains testimony from the presently employed blind teachers as to how they can teach. All who attended this conference have learned there is no difference in the information the blind teachers are getting across, but in the manner in which they may set down the information needed for their own records. It is true that some administrators do not wish to assume a peculiar responsibility. With this report, we wish to inform them that the blind qualified teachers can assume full responsibility of teaching assignments with success in competition with sighted teachers.

Mr. Wesley D. Sprague is Executive Director of The New York Association for the Blind.

THE IMPORTANCE OF EMPLOYING BLIND TEACHERS IN THE PUBLIC SCHOOLS

or

TO REMOVE THE IMPEDIMENTS TO A MAN'S OWN SEEING

Ewald B. Nyquist

I am most appreciative of the invitation from Wes Sprague, Executive Director of the New York Association for the Blind, to be with you this morning because it gives me an excuse to get away from Albany, where I have been experiencing a severe winter of discontent--with a State Legislature and a Governor who are bent on conducting a fiscal fitness program, with education no longer a money-splendored thing; discontent with a Congress and an administration that are also trying to find a cheaper way of making educational history; discontent with the noise of democracy and the nonstop protests of narrowly vested interest groups that often leave me bloody but unendowed; discontent with the emotional reaction of my colleagues to some of my best ideas--it ranges all the way from apathy to outright repugnance; and, finally, discontent with the generalized restlessness everywhere, the "yeasty love of confrontation," the new etiquette of social protest, and the liberated rhetoric of the day, all of which at least have the happy product of suggesting that the formula for failure is to try to please everybody.

Our society seems to be coming unglued and to be characterized by rudderlessness. Everybody seems to go to bed angry at night and wake up alienated in the morning. Nostalgia isn't what it used to be. This past winter, I haven't met a man yet that I didn't dislike, regardless of his race, creed, or color. None of my best friends are people, and present company excepted, of course, I view all educators with an air of detached malevolence. In short, I feel very much like what the wildcat said in the middle of making love to a skunk, "I've enjoyed as much of this as I can stand."

I feel special kinship, too, with the man who was bitten by a dog. Eventually, he was told by the doctor that he had rabies. The patient took out a pad and pen and started writing. "No need to write your will," said the doctor, "we'll pull you through." "It's not my will," said the man. "It's a list of people I'm going to bite."

My present inclination reminds me, too, of the story of the tired Detroit executive who dragged himself home from the office after the roughest day imaginable. As he wearily opened the door, his small daughter screamed, "Daddy, Daddy! You've got to help me with my arithmetic." He held her off until he'd hung up his coat, then asked for the problem. "How do you take one-eighth from one-fifth?" she asked. "Honey," he sighed, "I was just about to do it."

You can readily see for yourself that a Deputy Commissioner of Education, at least in New York, has a hopelessly irrelevant mind, goes steadily by the motto that sacred cows make good hamburger, and ignores the dictum that a closed mouth gathers no feet.

As you can see, no matter how hard I try to be an educator, cheerfulness keeps creeping in. To illustrate the towering insignificance of my knowledge of the subject before us this morning, I cannot resist the temptation of telling two very brief stories.

I am reminded of one they tell in Ireland. An old but spry woman, who had been married for fity years, went to Mass and heard a very young priest preach a long, eloquent golden sermon on the heavenly virtues of marriage. She hung patiently on every word, but at the conclusion of the sermon, the old woman's irreverent appraisal of it was audible for several pews around. "Begorra," she said, "I wish I knew as little about it as he does."

Then, there is a famous story about one occasion when a professor of physics was endeavoring to qualify himself as an expert in a patent suit. According to the usual procedure, the attorney asked the professor, "Who in your opinion is the most distinguished physicist in the United States?" The professor's reply was prompt and brief, "I am," he said. When he left the witness stand and joined the audience, a friend, an Englishman, asked, "I say, wasn't that a bit thick--your saying you were the most distinguished physicist in the United States of America?" To which the professor, without batting an eye, blandly replied, "You must remember, I was under oath."

Well, I am not under oath this morning. I come before you only with delusions of adequacy and an ability to meet every issue with an open mouth. As I hinted earlier, my remarks shall reflect intuition uninhibited by data, and unhampered by experience, but you'll know where my heart is.

My remarks shall stress the importance of employing blind teachers in the public schools, examine existing prejudices and ignorance in relation thereto, review historical developments and the growing acceptance rate of blind teachers, and candidly discuss blindness as neither a qualification nor a disqualification for teaching. A good teacher and good teaching are defined regardless of whether a teacher is sighted or blind.

Someone has remarked that if good classroom discipline depended upon the teacher's 20/20 vision, we would have remarkably effective education in this country. In that event, reputable ophthalmologists and optometrists could do for us what we now find so difficult. They could furnish us with brief reports which would enable us to employ effective disciplinarians according to our ability to pay. School systems with high salaries, new buildings, and geographic attractions would undoubtedly lure most of the candidates with 20/20 vision, while those further down on the scale might have to be content with slightly less orderly classrooms.

Every one of us who has ever employed personnel has at some time wished that there were simple ways of evaluating a candidate's ability to create a productive classroom atmosphere and to fulfill the objectives of our educational programs. The Walter Mitty inside each of us disappears with an anguished sigh when a candidate comes in the door or a curriculum vitae arrives in the mail. Delineation of educational goals and of desired teacher competencies is difficult enough, but the decision regarding a candidate's ability to fit into that picture is what tries our souls.

In this era of teacher shortages we face not only the traditional problems of interviewing and selecting prospective teachers but also the challenge of imaginative recruiting. The need for competent staff has led state and local school administrators to recruit in hitherto untapped groups in the population and to offer training which will increase or update teaching skills. While recruiting methods vary from state to state, the intent is the same--the attraction of qualified personnel into the schools. Two years ago, for example, the New York State Education Department established The Teachers Reserve to recruit and train or retrain prospective teachers interested in entering or reentering the teaching profession.

Several universities have designed refresher courses for mid-career women who had interrupted their teaching careers because of family responsibilities. Peace Corps returnees have also been assisted in securing placement by the State Education Department by establishing an office for Peace Corps Affairs.

We are especially anxious to recruit teachers who can and want to teach in the inner cities, and we have created a New York State Urban Teacher Corps for that purpose. Those of you who are familiar with activities in the state education agencies in Pennsylvania, Delaware, and New Jersey will be able to cite similar efforts to attract candidates.

Of course, mid-career women and Peace Corps returnees are not the only groups in our population which offer teaching potential. We are here today to consider together how we can take advantage of the desire on the part of qualified legally blind candidates to teach in our public schools. At the outset, let us clarify terminology so that we can carry on our discussions with some similarity of understanding. I am told that the Short-Term Training Institute on Selection, Training, and Placement of Qualified Blind Teachers in Teaching Positions in the Public School Systems, held here at The New York Association for the Blind two years ago, included consideration of teacher employment for those whose vision places them within the legal definition of blindness, that is, within the range from total blindness to vision of 20/200 or less in the better eye after correction. While this measurement of vision is somewhat irrelevant since it relates to distance vision rather than to the ability to see at close range, it is the definition which is used to determine eligibility for certain benefits, and, too often, ineligibility for certain activities. A very rough estimate of what vision of 20/200 constitutes may be helpful to those of us who are unaccustomed to using these terms. If you have normal or 20/20 vision, you can see an object from approximately 200 feet which a person with vision of 20/200 can see at 20 feet.

Having given this approximation, however, it is important to add that the nature of the visual loss, the age at which the visual loss occurred, and a constellation of personal characteristics will determine the functional behavior of each visually handicapped person. Perhaps the important clues which will help employers evaluate candidates is the extent to which the blind person can anticipate and make realisitic plans for classroom activities which require more vision than he possesses and the extent to which he can visualize compensatory or alternative activities which will call upon his own personal strengths.

Each of us, as an employer, has to arrive at a thoughtful decision regarding any candidate's ability to succeed in a specific teaching assignment. Will a mid-career woman, a new graduate, an experienced teacher, Peace Corps returnee, be best able to carry out a teaching assignment? Will a visually handicapped person be able to fulfill the teaching assignment? No objective test can measure teaching competence. Whether we stop to think about it or not, the hiring of every teacher is very much an act of faith and hope. Faith in your own judgment and in the candidate's expressed desire to be a good teacher. Hope that you are right and that the teacher will do good teaching and will participate in making the climate of the school conducive to learning.

Some of you may be saying that the hiring of too many teachers is an act of desperation. In some areas, the teacher shortage may necessitate employment of candidates who are less than qualified. This inevitably leads us into a cruelty we do not intend--that of allowing a teacher to assume a post in which there are high odds that he will fail. He goes into the assignment without our confidence and support, which is in iteself a push toward failure. In our own best interest and certainly the best interest of blind candidates we may interview and employ, let us do the thinking and planning which will make an employment decision one of hope and faith--one in which the blind employee has our confidence and support.

First of all, it may be helpful to keep in mind this phrase: "Blindness is neither a qualification nor a disqualification." This means that blindness in itself does not predispose any person to unique teaching qualities or abilities or talents, nor does it qualify him for a position just because we may have extreme feelings of pity or concern. Nor, does blindness automatically qualify a teacher to teach blind children. But, neither does blindness in itself automatically disqualify any person who has the requisite preparation and personal skills.

If, then, we intend to base our decisions about employment of blind candidates upon their competencies, are we right in assuming that teacher preparation programs are open to blind college students? While there is a history of reluctance to accept legally blind students in teacher preparation programs, and those who were accepted were warned that the university placement bureau could not take responsibility for placement, there is a growing acceptance rate. There are now approximately 334 blind teachers employed in teaching sighted students in the elementary and secondary schools in this country. During the 1968-69 academic year, there are approximately 845 blind college students preparing for teaching careers in the public schools. Thus, it is increasingly possible for blind students to acquire the academic qualifications that local schools and state certification agencies deem essential.

Two years ago, the Legistlature of the State of New York amended the Education Law so that

> . . . no regulations established by the commissioner or by any school district . . . shall prohibit, prevent or disqualify any person who is otherwise qualified, from competing, participating, and registering for examination nor from obtaining a teacher's certificate or from qualifying for a position as a teacher solely by reason of his or her blindness . . .

It is probable that, just as in New York State, most states provide certification upon completion of approved university program requirements. Incidentally, one aspect of the teacher preparation program which formerly created a hurdle may be turned to positive benefit by any public school which is within feasible geographic practice-teaching range of a school of education. Because colleges found practice teaching placements for blind students difficult to locate, many otherwise qualified students never reached certification.

Actually, this offers local schools opportunities to work with qualified blind teachers-in-training whose activities are supervised by the university. Students, supervisors, teachers, parents, and administrators may have a relatively stress-free experience with one or more blind practice teachers as a prelude to full-time association.

If blindness is neither a qualification nor a disqualification and if a candidate has academic qualifications as certified by his state education agency, what, then, are the personal competencies which we seek in our teaching staff? It is my conviction that the same scale of measurement of personal skill and competency should be applied to all teacher-candidates, whether they be sighted or blind, or otherwise handicapped. Each school system has its own criteria for teacher selection, but there are some general competencies upon which, I think, we could all agree.

First: Does the teacher have a sincere interest in enabling children to learn and to grow toward competent adulthood? This question implies that we are looking for adults who, without sentimentality, want to engage in a career which stimulates children to learn and to understand and to do. We are looking for adults who are interested in children--all children. The question also implies that we are looking for the kind of maturity which permits teachers to measure their own acievement in terms of long-term goals and objectives rather than in terms of the specific successes or mistakes of individual children.

The second question: Does the teacher show promise of flexibility and creativity in using both new and traditional ideas, techniques and materials in the classroom? This question implies that a teacher must be able to evaluate a teaching or a learning problem and to draw upon a wide range of ideas which may offer solutions to the problem. These days, we need teachers who are bound to neither the "time-honored" nor to the "brave-new"; in short, we need teachers who are seeking to resolve teaching or learning problems, not teachers who are looking for ready-made answers. We also need teachers who are not afraid of innovation--and you need to know that I define "innovation" as a planned disruptive experience that makes a productive difference.

The third question might be: Is the teacher able to work with other teachers, pupil personnel staff, and school supervisors and administrators in constructive joint efforts to reach the school's educational goals?

The fourth concern: Does the teacher have professional confidence and personal security which will enable him to meet with parents to interpret the program of his classroom?

As I discuss these points with you, you must be aware as I was during the preparation of this paper, these four points which loom so large in our consideration of teacher candidates have absolutely nothing to do with how much or how little an individual can see with his eyes. As a blind teacher of fourth-graders in an upstate New York school has said:

> Blindness is something in which I do not believe. The blindness to which I refer is the real blindness of life, that of the mind. And, really, there is no other kind. Sight is of the mind, and he who has a mind has sight.

Isn't it, after all, "blindness of the mind" that we are seeking to avoid in all the teachers we employ? If, then, blind students can go to the same university teacher-preparation programs as their sighted peers and achieve the same state certification, and if impaired vision has no effect upon the crucial personal characterisitics we want in our teachers, what are the other factors which have up to now prevented our hiring blind teachers? Some of these factors are immediately obvious to you, and they will be the subjects of discussion during the remainder of this conference. A quick review will set the stage for thoughtful consideration of some of the practical problems the employing school and the blind teacher must face and resolve together.

Perhaps the initial hurdle is the feeling of uneasiness which you and sighted staff members experience in your first interviews and in the first few weeks of school. This uneasiness is most often related to understandable uncertainty about whether to discuss the teacher's blindness, whether to avoid certain words in conversations, and whether to offer assistance. My friends who are specialists in this area tell me that this is a completely natural reaction and that since blind people are individuals with their own ways of relating to these problems, only time and frank discussion will erase the uncertainty of the first few contacts. In reality, the process of getting acquainted is pretty much the same for all of us.

Some other potential problems were studied by Dr. Edward Huntington when he was Superintendent of the Canton Central School, Canton, New York. (Dr. Huntington is now Superintendent of Schools, Schalmont Central Schools, Schenectady, New York.) In the first phase of this study, the day-to-day problems listed by chief school officers related to general school assignments such as lunchroom supervision, study hall supervision, chaperoning student activities, and fire drill. Other potential difficulties which administrators believed blind teachers would encounter related to administration of tests, use of visual aids, keeping of records, and classroom discipline.

In the second phase of Dr. Huntington's study, administrators, teachers, students, and building principals were interviewed in New York State and in California to determine which of these problems had actually been experienced and what steps had been taken to alleviate the problems. In most schools, lunchroom supervision was not assigned to the blind teacher but other appropriate duties were substituted. Twenty-five of thirty-two schools found that student cheating on tests was not a problem. Steps which were taken to minimize cheating included the use of alternate forms of tests, the use of honor students from higher grades as proctors, and one teacher switched with a study hall teacher during examination periods. Blind teachers in these schools had no difficulty during fire drills and no difficulties in chaperoning and advising student activities and clubs. Keeping written records did not prove to be a problem and several methods were devised by the blind teachers. The most common practice was the use of braille for on-the-spot notes and records which were later typed by the blind teacher for the permanent record. Several teachers employed readers and aides to perform clerical duties, and one teacher used a tape recorder to make original notes for later typing.

Effective discipline, the area of greatest concern, proved in this study, as in many others, to be directly related to the elusive quality of respect which the students accorded to the teacher. Blindness was not felt to be a major factor; in fact, the principals reported that after the first few weeks the students tended to forget about the teacher's lack of vision.

Only five of the thirty-two teachers in this study were felt by their principals to have less than average discipline in their classrooms.

The New York State Federation of Workers for the Blind has gone on record with positive statements about two of the questions which school administrators may be reluctant to ask:

1. Is it necessary to give specific privileges to blind teachers that may not be enjoyed by other teachers?

> The answer: A blind teacher will not expect, nor should he expect, any special consideration from his administrators. . . . A blind teacher, like his sighted colleagues, is expected to contribute, produce, and compete. He is aware that he cannot expect to succeed in this profession unless he enters the job sufficiently equipped and motivated to do so.

2. Will the blind person be able to get around the building and school grounds?

> The answer: Only those persons who have acquired a high level of personal adjustment should be considered for teaching assignments. Inasmuch as mobility is an essential aspect of personal adjustment for a blind person, all visually handicapped persons applying for teaching positions should be capable, independent travelers. . . . The blind teacher will orient himself to the building and grounds prior to assuming his classroom responsibilities. This means he will spend his own time learning routes to classrooms, the office, the gym, the cafeteria, the rest rooms, etc.

When blind students first knocked on the doors of teacher preparation programs in colleges and universities, it was assumed that their intent was to teach blind children, in the mistaken notion that blindness automatically qualified a person to teach others who were blind. The next step in our progress toward employment of blind teachers was a conviction that blind teachers would be successful only at the secondary level where students are more self-directed and where movement in the classroom is somewhat limited. Recently, the New York Association for the Blind compiled a list of teaching positions held by legally blind teachers in public school systems in the United States in the current academic year. This list is dramatic proof that another giant step has been achieved in the march toward equality of opportunity. The old fears of school administrators are disappearing. Blind teachers are asking for and receiving opportunities to teach in the areas of their greatest skills and interests. Mind you, 334 blind teachers in the whole of the United States is not a large figure--it needs to be greater--but the range of their assignments is impressive.

There are blind teachers in all grades, kindergarten through twelfth. There are administrators, curriculum coordinators, and counselors. There are mathematics, music, language, English, business, social studies, social science, and remedial reading teachers. There are, at least ten science teachers, including two who teach chemistry and two who teach physics. To those who are exploring these ideas for the first time, these teaching responsibilities seem astonishingly difficult, but, as Helen Keller once said and daily proved, "While they were saying it couldn't be done, it was done."

Let me continue with some remarks on the characteristics of good teaching and of a good teacher, as I see it. These must be our focus, not on whether a person is sighted or blind.

Good teaching by competent, informed, and enthusiastic teachers is the key to effective education. For, while it takes many things to provide quality in education, the teacher is well ahead of whatever else is in second place. Aristotle once wrote, "They who teach young people well are more to be honored than they who produce them, for these give them only life, those the art of living well."

A friend of mind once defined what he calls a teacher-scholar. He said:

> A good teacher is one who really knows his subject and feels at home in it. He is a teacher who has time to read and think. If he masters his subject and does a good job in the classroom, he will be promoted and given a better salary as a teacher. The teacher-scholar teaches and does not have the duties that can be done by a clerk or an aide. Every now and again he has opportunities to recharge his intellectual batteries by study for a semester or a year, or in a summer institute. He talks with and works with college teachers of his subject and with teachers of his subject in other parts and levels of his school system and in nearby schools. Although he has tenure, he is not happy unless he believes that he deserves it. He feels that he is a member of a group, a profession dedicated to improving learning and to helping students develop their minds. A professional in the best sense of the word, he possesses two of the most important and most needed attributes of a teacher: self-confidence and self-respect.

What is good teaching? If education is the fulfillment of ourselves, then good teaching is that instruction which relentlessly demands the utmost of each student according to his abilities. And this point is not complete without quoting Emerson, who said, "What all of us need is someone to make us do what we are capable of doing."

And, so it is, as a university administrator said recently, that a teacher's aim is "to produce disquiet, make students question dogma. Good education doesn't produce stability. It should produce ferment." If I am any judge, we are succeeding in our educational system because we have taught our students to ask questions and have not simply given them answers.

The professional premise of the teacher is that truth is better than error, what is good is better than what is evil, and what is beautiful is infinitely more edifying than that which is ugly. The motivating premises of other occupations are rooted in different foundations. The lawyer's is founded on the premise that no one shall be deprived of life, liberty, or property without due process of law. The doctor must believe that life must be prolonged and the individual human being saved from suffering pain and the ravages of disease.

Good teaching tells us what the lasting satisfactions of life are; we have known them since ancient times: Truth, beauty, and goodness. As one of our Regents has said:

> Truth cannot be automated, for truth is a never ending search for order and the doubting of every order established. Beauty cannot be

assembly-lined, for true beauty is an emotional instant in a mind whose sensitivity has been disciplined. Goodness is not simply socially acceptable behavior; it is the conscientious struggle--informed by love--to meet the endlessly competing obligations of a full life on behalf of others as well as oneself.

To lead a student with delight to understand that he is a human being worthy of study and celebration; to liberate closed minds from preconceptions, inhibitions, and timidities; teaching that reminds us that man was made a little lower than the angels; teaching that enables each young person to answer these questions: Who am I? Where have I come from? What is the meaning of life? What can I do to become and remain an effective, responsible member of society? To create in each child a positive self-image and the capacity for self-criticism. These are the goals of competent teaching.

I think the best quotation I can use for this occasion is one from that master-teacher, St. Thomas Aquinas. From it comes the alternate title of my remarks:

> The teacher's work is to remove the impediments to a man's own seeing, to remove the things that would block the light . . . . He takes another by the hand and leads him from known truths into the unknown, gradually showing the steps to be taken by his contrasts, his examples, his similes, hoping the learning mind will follow the steps and come to truth. He merely sets nature free to work.

In short, as a very able principal said recently to some teachers: "Know your stuff, know whom you stuff, and stuff elegantly." I believe blind teachers can be especially gifted to "stuff elegantly."

I would hope that every school district would be aggressive in seeking the teaching services of one or more blind teachers because I would guess that a competent blind teacher would have something special to offer his or her students. Why? Is it not true that those who deeply know adversity have so often developed rich resources in self-reliance, in sensitivities of feelings, and in refined and discerning humaneness? There is often in those who have suffered a handicap or disadvantage a special kind of poetry which ought to be revealed to others by the exercise of talents already honed to a sensitive sharpness by adverse circumstance.

I firmly believe in selective compassion; selective compassion is a brand of mercy that is not strained. It need not mean suspended judgment. Selective compassion requires that we make up for accumulated injustices in the past. It means to me, at least, that we need to establish priorities in order to accomplish a given end. Too long have we failed to recognize, either through ignorance or prejudice, that blind persons are demonstrably equal in their competence to teach. We need to take aggressive steps to compensate for our neglect of the past.

As someone has said, a blind teacher "can see, not with her eyes perhaps, but in an even more sensitive way, with her heart and her alert mind." We might all gain a lesson here and put a little more of this to work. A twist on Parkinson's Law might very well read in this instance: "Enlarge the opportunity and the person will expand to fill it."

President Kirk of Columbia once observed, too, that even though he was many years removed from the university classroom and the stipulated fifty-minute lecture, he had never forgotten the comment of one of his old professors. He said, "Gentlemen, we each have two different obligations. It is mine to talk and yours to listen. If you finish before I do, just raise your hand."

I shall close with these remarks. A college president was asked what had become of his last graduate dean. His reply is appropriate here: "He left as he came--fired with enthusiasm." I would hope that at the end of this conference, each school administrator here will be fired with barn-raising enthusiasm to employ blind teachers on their instructional staffs.

NOTE: The subtitle of this keynote address, "To Remove the Impediments to a Man's Own Seeing," comes from a quotation from St. Thomas Aquinas and is meant to refer to the hindrance of prejudice and the obstacle of ignorance which often blind the educational community (including teacher preparing institutions) to the demonstrable competence of blind persons to teach and restrain an important teaching resource from attaining equal educational and occupational opportunity.

Dr. Ewald B. Nyquist is Deputy Commissioner of Education, The University of the State of New York, State Education Department, Albany, N.Y.

(Acknowledgement by the author: I am deeply indebted to several professionals in the Department who assisted me in preparing this paper. I am especially appreciative of the help from Mr. Anthony J. Pelone, Director, Division for Handicapped Children, and several members of his staff.)

RESPONSE TO KEYNOTE ADDRESS
on
THE IMPORTANCE OF EMPLOYING BLIND TEACHERS IN THE PUBLIC SCHOOLS

Irving M. Friedman

I am going to respond only to what I feel needs a little explanation in Dr. Nyquist's comprehensive and eloquent description of a desirable policy. I don't disagree with a word.

First, Dr. Nyquist says that blindness is neither a qualification nor a disqualification; that blindness per se should not disqualify a teacher. I agree wholeheartedly with that.

Secondly, he mentioned a reluctance some years ago on the part of some of the teacher-training colleges to accept blind persons. It is this part, this question of resistance, that I wish to expand on, especially as it relates to employment of blind persons. I feel very strongly that we have to do more; we have to be more active in helping qualified blind persons find their rightful places as teachers.

Dr. Nyquist referred to a law on the books in the State of New York; yet, I can show you legal papers which are part of an actual court case scheduled to be heard this week in a State Supreme Court. It involves a blind petitioner who is suing a Board of Education for an answer to whether he is medically qualified. He passed all his examinations, written and oral, but he has not been told for about a year as to whether he passed his medical. He feels he is qualified to teach, since the law states he cannot be denied a job on the sole ground of blindness. Why is it necessary in the year 1969 to have to sue for such a right?

I learned about law suits by handicapped teachers from a decision which Dr. Nyquist himself rendered in 1957. At that time, a woman with diabetes was disqualified on the grounds that her longevity might be impaired, and she appealed to the State Education Department from that adverse ruling. Dr. Nyquist overruled the disqualification and said that it was not a question of how long the candidate might be expected to work but whether she could perform now and in the near future. Everyone agreed that she could and, consequently, she was given her license.

Dr. Nyquist's reasoning in that case has given me the background actually for helping to write a policy guide for the State University which was adopted in 1960 regarding the admission of blind and other handicapped students to the State Teachers Colleges. I am happy to say that there are many blind students in public and private teachers' colleges in New York State and that the State University now has about six blind professors.

My main point in responding to Dr. Nyquist's remarks is that a blind person who passes his examinations should not be treated as a second-class citizen when he applies for a teacher's license. Blind people today are being asked to give a special demonstration of their ability to conduct a class, even though they once demonstrated this as practice teachers, and even though the State Law states clearly that blindness cannot be used to deny them a job if they have otherwise proved their qualifications.

It is this double standard which I do not like. I feel that our discussions in these two days of the Institute should lead to a formula that will help us to put into practice our belief that blind people can teach.

Mr. Irving M. Friedman is Executive Secretary to the New York State Governor's Committee on "Employ the Handicapped."

RESPONSE TO KEYNOTE ADDRESS
on
THE IMPORTANCE OF EMPLOYING BLIND TEACHERS IN THE PUBLIC SCHOOLS

George A. Magers

About all I can say to Dr. Nyquist's remarks in his keynote address is "Amen."

First, Dr. Nyquist not only speaks our thoughts clearly and to the point, but he also speaks with an enthusiasm and moving quality that touch the spirit of all those who are working toward the goal of an acceptance of qualified blind teachers in our public schools.

Secondly, we have just about accomplished two-thirds of our goal to satisfy the aspirations of blind persons who wish to become teachers of sighted children by setting up the guidelines in our first Institute in 1967 on the Selection, Training, and Placement of Qualified Blind Teachers, thus opening closed doors for the education and teacher-training in colleges and universities for those blind persons who wish to pursue the profession of teaching. The remaining third which we are now endeavoring to accomplish in the present Institute is, of course, a vital part of the whole process--and that is the ultimate employment of the qualified blind teachers in classrooms of sighted children.

In his remarks, Dr. Nyquist mentioned 334 blind persons now successfully teaching sighted children in both the elementary and secondary public schools. I can remember when first coming into the field of vocational rehabilitation service about a quarter of a century ago, you did not include all your fingers in making a count of the number of blind teachers in the public school systems. I believe the present number is still much lower than it should be when you view the context of what the number of blind persons is in our present total population. Actually, the number of blind persons in the United States on a comparative basis is relatively small--some 420,000 persons are blind. So, the number of blind persons in any particular career by virtue of the statistics is going to be small.

Another important fact is that we are no longer compartmentalizing the employment of blind persons. In other words, persons who are blind are now securing employment opportunities in accordance with their particular interests, abilities, and qualifications. Stereotyping the jobs for blind persons is passé, and the employment opportunities for blind persons are diversified, especially in the professions, throughout the nation. At one time, blind persons who were professionally trained were employed in work for the blind either as teachers, counselors, administrators, etc. In the past twenty years, this is almost reversed, for we now find a very small number of professionally trained blind persons moving into the field for the blind, simply because they have had opportunities to find new careers in their professional disciplines working with sighted people. Here, of course, are where the opportunities for employment exist. We are living in a sighted world where some people have a visual impairment and the opportunities are manifold in the particular interests of sighted people, certainly more than there are in the field of working with blind persons. And, this is true of teachers. There are simply many more employment opportunities for teaching sighted pupils than there are teaching blind pupils. Most understandably, a true teacher, whether he or she be blind or sighted, can teach blind children; likewise, a true teacher, whether he or she be blind or sighted, can teach sighted children. We feel that the opportunities for employment are much greater in the latter schoolrooms.

Just recently, our Administrator, Miss Mary Switzer, was speaking at a conference on the extension and expansion of employment opportunities for blind persons in the Washington, D. C. area. There were 400 to 450 persons in the audience and a good many of them were employers having authority in different Federal agencies. Miss Switzer mentioned that efforts were being made in the placement of blind teachers teaching sighted children and she believed that this was one of the most thrilling advances we have made in the past few years--the drawing up and distribution of guidelines for the selection, training, and placement of qualified blind teachers, thus creating a wider understanding and acceptance by school administrators of this available talent.

This Region II Institute is a follow-up of the National Training Institute held at The Lighthouse some two years ago. I should like to state that the report which came out of the previous Institute from my personal experience has probably had one of the best acceptances nationwide than any single report issued for a long, long time. We are still getting requests for copies of that report. Therefore, we are happy to see Region II taking the initial step in conducting a training program of this kind, and we do hope that this will lead the way for the other eight regions of RSA, U. S. Dept. of HEW, conducting similar institutes.

It really is a pleasure to be a participant at this Institute and a greater pleasure to listen to Dr. Nyquist's remarks, for these are the types of remarks we should like to come from school administrative people to help achieve the goals set for the employment of qualified blind teachers.

Mr. George A. Magers is Assistant Chief of the Division of Services to the Blind, Rehabilitation Services Administration, Social and Rehabilitation Service, United States Department of Health, Education, and Welfare, Washington, D.C.

METHODS AND TECHNIQUES OF TEACHING GRADE FIVE AS A BLIND PERSON

Christine Lombardi

I should like to state at the outset that although I am legally blind, I do have impaired central vision, my peripheral vision is intact. I should like to stress that I do have more sight than most of my colleagues on the panel, so I want you to understand that the methods that I shall be talking about are peculiar to my particular handicap. I think we will all agree that we have to conduct our classes in a way in which we are comfortable, and I shall try to tell you how I manage this in my classroom.

Many of the techniques I use (you will note if you are a principal) are used by sighted professional teachers; the difference is that I must employ these techniques for maximum results. The most important thing in my teaching is the use of group activities and group cooperation, and we do this as often as possible. Success in any group depends upon the give-and-take attitudes and the degree of mutuality that exists. When I walk into the classroom, the children know that I am going to give them something, and all children, if given a chance, expect to give in return. My children, who are fifth graders, have an abundance of good will. I rely upon their dependability and cooperation. When the experience is give-and-take, the children share the mutuality; they feel they are doing as well as taking. Perhaps, we (the handicapped) are more aware of their need to feel useful.

Much work that goes toward the learning processes during the year takes place before and during the first week of the term. Before I meet my class, I must familiarize myself thoroughly with their past records, particularly their past reading records, because the children who read on or above their grade level will be of much assistance in my class. I rely upon them to read printed matter whenever printed matter must be read from the textbook.

When I meet the children for the first time, they are told immediately about my visual impairment. They will notice that I do hold printed material rather closely for I do have a problem with small print. I use a page magnifier, and my glasses are constantly hanging around my neck. They accept this and are willing to do many, many things to help me. Immediately, the hands go up and offers of "Can I get you a chair?" or "Can I pass out the papers?" This may happen in any classroom.

There is a fear that blind teachers may have disciplinary problems, and administrators are concerned with discipline being maintained in the classroom. I handle this matter during the first few moments in class. I tell the students that they will notice that I have trouble with small print, but not with little lips. We discuss the way in which sound is transmitted:

The senders must send the vibrations which are intercepted by the receiver, and if my receiver (ear) picks up any vibrations from the sender, this vibrator (my hand) will send out some waves of its own. This lecture is an attempt to establish order, as well as an attempt to establish their confidence in me. This becomes easier each year, because many of the children have heard about me and know about my visual problem.

I am not fortunate enough to have a teacher aide, although this would be nice. Routines are established very early in my room. The children know the school and the classroom rules. They get together their own rotating rosters to take care of housekeeping; some are responsible for the cleaning and distribution of equipment, especially the science equipment, and others clear the halls at dismissal time.

When I have playground duty, and this is every day, I have a group who are my rounders-up. They go about rounding up the children in my class when recess is over. The two children who stay with me point out things of concern which I then attend to. We have had no difficulty in finding children who are very willing to help. Democratic principles are taught and practised very early in the classroom. There is the responsibility of the individual to the group and the group to the individual, and because they do have these added responsibilities I feel that they deserve more privileges than most fifth graders would have. When they have to leave for the lavatory, for example, they don't need a pass from me; they can get up when they think it is necessary and go to the lavatory. We have, once a month, a fifteen-minute bubble gum session which they thoroughly enjoy, and we have a contest to see who can blow the biggest bubble. But, they understand that because they are cooperative and do help, we can have these little privileges.

Class seating arrangements are planned for my convenience (incidentally, it was shown to me by a sighted teacher). I seat the children in three separate semi-circular rows rather close to me so that I may make maximum use of my peripheral vision. The back of our room is used for committee projects, drama corner, and creative writing corner.

I do write very large on the board. I print only, so that if I must stand back from the board, I can see the letters distinctly. In teaching fractions, for example, I have found it useful to use the straight horizontal line to separate numerator from denominator so that each number stands out clearly. This clear division also cuts down on the children's careless errors. This, then, becomes a very good teaching tool.

I could not get along without the overhead projector. In marking compositions, for example, I can be close to the printed material and yet have a central focus for the children's attention. They can all see it at the same time. Children who have been with me in the past very often come by and ask if they can mark some papers for me. I accept their assistance occasionally, although I mark compositions and written work myself. At times, I have those students whose handwriting defies the powers of the microscope. This type of handwriting is also difficult for the sighted teacher. If I need help, I ask my husband, who is also a teacher, or ask the child if he could rewrite the composition or just read it to me. I find this, too, a teaching-learning experience. When the child reads his work aloud, he will find his own errors most times.

More important than technical devices is the dialogue and the rapport that we have with our students--that is of the most consequence. For example, many times the children ask, "What is it like not to be able to see?" Then, I will say, "This evening, when mom is cooking and the house is really quiet, cover your eyes, concentrate and think, and then write a few paragraphs of what it's like not to see and tell me what you can do with your other senses," and so we turn it into a creative writing exercise. The children learn, and I think they go away from the class a little better than when they came in.

We know that the learning process is more than the myriad of devices that are an outgrowth of our modern technology. I believe it is the interpersonal relationship between the teacher and her pupils in an atmosphere of mutual confidence and respect that gives the good basis for a learning situation.

Mrs. Christine Lombardi is a fifth-grade teacher at the Nokomes Elementary School, Holbrook, New York. She has three children, two boys aged eight and twelve, and a girl aged six. She is a native New Yorker and before having a family she worked as an editorial assistant and a private secretary.

Mrs. Lombardi returned to college as a part-time student in 1961, and began full-time studies in 1964 under Rehabilitation Services. She graduated from college in 1967 with a B.A., Summa Cum Laude. She did some substitute teaching, and was hired as a fourth grade teacher one-half year before graduation. She has been successfully teaching the fifth grade for the past two years, and is now the grade-level chairman. Also, she has been appointed Fifth Grade Representative to the District's Social Studies Textbook Committee.

She is presently matriculating in the City University of New York, Queens College, for a master's degree. She has worked on the classification of Indian Artifacts of Long Island, frequents the opera, and enjoys family activities.

METHODS AND TECHNIQUES OF TEACHING SIXTH GRADE AS A BLIND PERSON

John G. Bailey

I was fortunate, probably because I had experience in teaching prior to becoming blind. During the first year that I was employed at Riverhead, I realized I was losing my vision. It wasn't until the second year that I realized I was going to lose it entirely pretty soon. I was not sure what I was going to do, but it seemed that the only thing was to lay the cards on the table with the building principal. I was not on tenure as yet, but we agreed--that is, the principal, the superintendent, and myself--to play it by ear to see what happened. It could possibly work out or be a disaster, but it was up to me to meet the challenge.

Everything was a challenge during the next two years, for I lost my sight in February of the second year, but I did receive tenure and I felt I really had my feet on firm ground again. The feeling toward me by the Board of Education, the principals, and the superintendent seemed to hold promise, for which I was very grateful, for at least they gave me a chance to accept the challenge. As far as my teacher associates in my building, they all helped to pitch in wherever they could. It was my job to figure out how best to meet the challenge and to make the necessary adjustments and changes.

The youngsters in the classes I had that year when I really went from partial sight to total blindness were probably the biggest help that I had. These kids were only 11, 12, and 13 years old but, believe me, when they know you need them, they can really be understanding and give you a helping hand. My sixth graders and those in junior high can accept responsibilities. We have the sixth, seventh, and eighth grades together in one building, and many of you know what junior high is like--they really are tough years.

As far as the teachers' accepting me as a teacher, two years ago they nominated me as president of the Teachers Association in Riverhead, and there are 217 teachers to lead. This has been another challenge for the past two years. I feel that I have learned the secret: (1) to get the blindness behind me and forget that I was blind, and (2) to remember that teaching was what I wanted to do, what I was trained to do, and to try to be successful at it.

Some of the interesting daily challenges are thinking up new techniques and new ideas for kids. Some of the techniques you tried as a sighted teacher you try out as a blind teacher, and as you go along you find there is a loophole somewhere. The kids find that loophole, so the old techniques at times do not work. One experience I had this year was keying a science test to spell out words such as, "How to study and pass this test"=(A). The kids realize you are keying some of these tests, so you try out new tactics. Mean-while, it doesn't need too much correcting, for I can pass it to a colleague and have the tests corrected and returned in ten minutes.

To give you an idea as to what I mean by keying the tests. If the answers are true or false, for true put in an "N," for a false answer put in a "G." Actually, this was not a test in the real sense; it happened to be a disciplinary measure. It said, "My conduct makes me work hard." I gave them twenty questions that required using the encylopedia. Of course, I could correct it in ten seconds, but it was useful and it did make them work hard. These techniques have been used in my ten years' experience, and I also knew some of the ins and outs before I lost my sight, but, as a general rule, I am always trying to find a new technique.

Spelling is very simple. Each week, I assign one word to a student. He is responsible to know what the word is on Monday and, again, what word he has on Friday. Each child spells the word and gives a sentence. Very simply, I don't have to read the spelling list.

Learning to read and write Braille was part of the challenge. I don't use it in my text, but I do use it to take notes. If I am going to speak somewhere, I usually take the notes along as a refresher to remember what I am going to say.

Recording for the Blind, an agency here in New York City, probably is my greatest source of talking textbooks, talking materials, and special materials that I need for teaching. Talking books for the blind are also very valuable to me in teaching sixth grade and teaching world history and science. I subscribe to some sixteen national magazines on talking books, from Newsweek to Harper's to Readers Digest, as well as records, from the Library of Congress Service to the Blind. I have taken excerpts from these recordings for my own use in the classroom--and what better source of material for teaching than a report on the Suez and conditions in the Middle East right out of Newsweek and presented to the youngsters the next day on a little five-minute tape!

I also tape from books. For instance, right now, I am reading a book on "Treasures: Archeological Finds in the Mediterranean." It goes right along with world history and ancient history, and there is a tremendous amount of reading material that I take more advantage of now than I ever did as a sighted person. I wasn't particularly an ardent reader. I used to like to work outside in the garden or in the basement, or go hiking and bird watching, etc. Now, I find myself reading a great deal more via the talking books. What easier thing to do than to put on a talking book before you go to bed, set the timer so that it goes off in an hour if I should fall asleep, and get as much information as I can get out of it! I use a tape recorder very extensively both in school and at home, and much to my wife's dismay I have three, plus a talking book machine, plus a tape recorder in school.

Discipline has been no greater a problem in my classroom than in other classrooms. You are still going to get the kids who challenge you whether you are sighted or whether you are blind. I think the teachers at this conference made it quite clear that after a few weeks the kids don't realize you are blind because mannerisms have been developed similar to those of a sighted person. In fact, I have had a funny experience in asking children questions very quickly (and I don't need sight for that) and I usually have somebody give me a response as to how many hands go up. "Do any of you consider me blind? Think fast, and put your hands up." And, then a very few hands go up, and I ask, "Why do you think this is?" And, they say, "Well, because we feel you act so natural."

Then, I had one youngster say to me, "In fact, Mr. Bailey, you told my mother something at the parent conference that I didn't even know you knew about." I still don't know what it was that I told the mother, but it impressed the child that I knew. It was the same youngster, I remember, who sits in the back of the room and looks out of the window watching traffic. Just by chance (you usually sense these things), I said to the girl, "Come on, turn around, and get back into your book." She said to me, "I never could understand how you knew this." A little youngster in the front seat (and this is the punch-line) said to me, "I think you could hear her neck creak." I believe my hearing is a little better, only because I use it more, but I am sure this wasn't the reason. I knew she was looking out of the window.

Regarding tests, I was interested in looking over the program of the conference held here two years ago. It was a good idea that this was one of the topics that the blind teachers spoke about. I have been using the dual method of giving key tests and alternating seats, and another one I did--just pulled it the other day, but I don't know how long it will last--was based on the honor of the students. I told the youngsters who took the test (I didn't have a chance to grab a proctor, a youngster from another room), "I have two persons in here assigned to watch over the taking of the test. You are not going to know who they are and they don't know each other. You won't see them writing down your name on a piece of paper because I am using a key. You'll notice on the test the questions are numbered. All they have to do is to put a little circle around '2' which means the second row, and around the '5'; that means the boy or girl who sits in the second row on the fifth seat." Well, anyhow, it worked. I had no noise. No shuffling around in the seats. They all asked me after class, "Who got caught?" I actually have not as yet come to the answers, but I believe it prevented a few who might have been looking.

Of course, I separate seats. Just like the sighted teacher, there are ways of finding out if cheating goes on in a classroom. If there are two youngsters, one sitting behind the other, and they get the same set of answers wrong, I believe we can assume that if this happens more than once and we don't move them, it is our fault.

Basically, I wanted to be a teacher and I was educated to be a teacher. As the months went by with my loss of sight increasing, I was still there teaching. I figured I would stay as long as I could. Maybe it was the enthusiasm of family, youngsters, and other teachers that kept me going. Happily, I find myself today still in the teaching field. My wife is also a teacher. At the present time, she teaches in the same building, but this wasn't the case in the past six years. She is a great help to me now in getting materials to me and looking over records. She keeps my record book; I keep track of the marks myself and hand her a copy.

Since I lost my sight, I have accepted another challenge--going back to college to see what I could do. I already had my master's degree when I lost my sight. In most systems, there are salary increments for extra credits, so I started to seriously plan to acquire six credits, and it worked out successfully. Since then, I have taken additional courses at Southampton College on Long Island.

Mr. John Bailey was born on Staten Island, New York, on January 6, 1932. He received his B.S. degree in 1953 at Oswego State Teachers College and his M.S. degree in 1958 at Hoffstra College in Elementary Education. He has taken additional courses at Columbia University, State University of New York at Oswego and New Paltz, and at Southampton College.

Mr. Bailey has taught school for sixteen years, five years at Wantagh, five years at Peconic, and six years at Riverhead Junior High School, Long Island, New York, where he is still teaching all subjects covered in the curriculum for the sixth grade.

Mr. Bailey and his wife, Patricia Ann, have been married for fifteen years and have two children, Deborah (13 years) and Kathryn (10 years).

METHODS AND TECHNIQUES OF TEACHING GENERAL SCIENCE IN GRADES 7 - 9 AS A BLIND PERSON

Richard J. Stolper

I believe it is important to disseminate information on methods being employed by successful visually handicapped teachers so that visually handicapped persons entering the teaching profession may be made aware of those techniques found to be successful in the classroom.

In February of 1962, after graduating from Queens College of the City University of New York, I was employed by the White Plains Board of Education as a teacher of general science at the Highlands Junior High School. From February 1962 through June 1965, I taught as a sighted science teacher. I received tenure in June of 1965.

I was unable to return to teaching from September 1965 until September 1966 due to a sudden total loss of vision. It was during this period of one year's leave of absence from teaching that I developed many of the techniques I deemed necessary for returning to the classroom. After my rehabilitation program, I was reinstated in September of 1966 as a General Science teacher at the Highlands School. Since the onset of blindness I have completed my Master's Degree (and, also, have become a father and a homeowner).

To give you an understanding of the rehabilitation process, in February of the year during my leave of absence, I entered the New York Association for the Blind's rehabilitation program in New York City for a period of ten weeks. During this time, I learned the skills I would later need for preparing lessons and to give tests. I became adept at typing, independent mobility, reading and writing braille, and recording and transcribing from a dictating machine. With these skills I was able to return home to write new lesson plans in braille, encompassing new techniques which would permit normal classroom teaching.

The types of methods I employ in teaching are divided into three categories: first, the techniques required in preparation for entering the classroom; secondly, the general techniques employed by all teachers in the classroom; and, thirdly, the techniques employed specifically for the teaching of science.

I devised a braille lesson plan which would allow me to easily refer to different sections of the lesson plan. A typed copy of each lesson plan was attached to the braille lesson plan so, if necessary, it could be used by substitute teacher. With the help of Recording for the Blind and the Westchester Lighthouse, I was able to have the science textbooks used by my students recorded on tape. During the course of my teaching year, I was thus able to refer to these recordings in order to assign homework readings and to construct review questions for homework.

It was also necessary to become extremely familiar with the school building and, specifically, with the classroom in which I would do most of my teaching. I spent a number of days familiarizing myself with the areas of the school building which I would frequent.

It became obvious that there were a number of general teaching techniques which I would have to master in order to function successfully in the classroom. These involved checking attendance, calling on students for recitation, writing on the blackboard, using audio-visual aids, and keeping a file of resource materials. I developed a technique for checking attendance and calling on students during recitation by using a seating plan with removable cards. On one side of the student's card I printed the student's name and on the reverse side I brailled his name. At the beginning of each period, an assigned monitor checked attendance by turning the cards of absentees so that the printed side would face up. Since the brailled side of cards of absentees were now face down, I could not call on them to take part in recitation. At the end of the day, a monitor checked the printed names that were face up against the attendance list.

The problem of writing legibly on the blackboard was solved by etching horizontal lines approximately five inches apart. These lines in no way interfered with the movement of chalk in any direction and enabled me for the first time in my life to write in a straight line.

In order to be able to run my own audio-visual equipment, I placed tacks strategically in the floor of the classroom at positions where I would have to place the overhead and movie projectors in order to be able to focus the materials on the screen at the front of the room. An unobtrusive tack was positioned below the blackboard at the front of the room to allow me to reach up and draw down the string attached to the movie screen.

I devised a system of filing copies of past tests and homework assignments for future reference. In each folder in the file cabinet was placed a set of the mimeographed material to be saved. In front of each folder was a brailled copy of the material. On the folder tab, the title of the material was in both print and braille. The folders were then filed alphabetically according to science unit.

In reviewing the scientific skills it would be necessary to perform in the classroom, it became obvious there would be few, if any, skills that would be unconquerable obstacles. I designed a scheme whereby the portable laboratory tables were positioned in specific areas of the classroom to allow me to circulate among the groups of students and give aid where necessary. Probably the most pressing problem which had to be overcome was the acquiring of science equipment from different areas of the school. If it were necessary for me to get this equipment, it would take a greater amount of time than I could possibly spend in searching out the material. Fortunately, the first year that I had been teaching, I had set up a Science Stockroom Club composed of students whose job it was to gather equipment from the science teachers. At present, I am in charge of this club.

I have developed methods for accomplishing such techniques as pouring reagents, manipulating Bunsen's burners, heating materials, pouring hot liquids, measuring distances, measuring weight, fire polishing and bend glass tubing, and measuring volumes, etc. Using these techniques, the time required for completion of the tasks is about the time that would be required by a sighted teacher.

Since it was generally agreed that motor skills would be the most difficult type of information for a visually handicapped teacher to evaluate, I chose the topic for my Master's research, A Design for an Evaluation of Chemistry Psychomotor Skills by a Visually Handicapped Science Teacher. The results of my Master's thesis indicated that a visually handicapped science teacher could evaluate chemistry motor skills equally as well as sighted science teachers. The results of simultaneous testing indicated a coefficient of correlation of .96.

Too often, an administrator faced with the decision of whether or not to hire a visually handicapped teacher will place too much emphasis on the potential problems he envisions created by the employment of such a person. The administrator must keep in mind that blindness has proved to be neither a qualification nor a disqualification of a teacher's ability to perform his duties competently. Each visually handicapped teacher must be judged solely on an individual basis as to his ability to educate his students.

It has been my experience in these last three years that the most important lesson which I have been able to impart has been that a visually handicapped person can function as a normal member of society. It is this knowledge that only a successful handicapped person can fully convey to other members of society.

Mr. Richard Stolper was born in New York City on April 2, 1940. He graduated from the Bronx High School of Science in 1957, received his B.S. degree in 1961 and his M.S. degree in 1968 from Queens College.

Mr. Stolper has been a science teacher at the Highlands Junior High School in White Plains, New York, from February 1962 to the present time, except for one year's leave of absence from September 1965 to June of 1966 due to loss of vision, but he returned after rehabilitation to his regular teaching assignment in September of 1966.

METHODS AND TECHNIQUES OF TEACHING MATH AS A BLIND PERSON

Sigrid Phelan

I don't know, as a teacher myself, whether I have a right to say this--but, if I were sitting in your seats right now and these five teachers on the panel were candidates, I would want to hire all of them because, in my opinion, they are all doing a wonderful job.

One criticism was mentioned this morning in the hiring of a teacher who was either partially sighted or totally blind was the executing of the fire drill. This brings to mind my very first day of teaching, four years ago, at the Bergenfield Middle School. The first day to me was the important day. We were told that this day was especially important for our school because our superintendent was going to visit us--and that really makes us all sit up. We were told also there would be a fire drill, and I remember especially thinking that it was essential for any teacher, sighted or not, to competently handle the fire drill. So, I quickly thought of what I believed to be a good procedure.

I gave each child as he or she came into the room a number and I told the children that if we had a fire drill, we would go out in single file in the consecutive order of the numbers handed out. I would lead them and it was important that they follow me wherever I went. I knew that we were to line up on the front lawn, so that posed no real problem. Once I got them out on the lawn, I was going to walk back down the single file and they were to call their numbers. If they were in proper order, the numbers would be called consecutively. As is the way of children, they sometimes take things very seriously, and the responsibility, I think, goes along with it. As I walked down the line and the pupils called their numbers, I overheard the superintendent, who was close by, say to the principal, "Just tell that girl this isn't the Gestapo." Evidently, I completely overwhelmed him with the preciseness, but I have been using this method since then.

My colleagues have said that children accept almost anything. On opening day, the first thing I say besides "hello" and "good morning" is that things will be somewhat different in my class. I don't usually consider the fact that it is going to be a problem for them. I try to, as much as I can, explain how it is going to be a different situation, but I stress that it will depend on their total cooperation. I also try to show that I have complete respect for them and I expect the same respect from them.

With regard to discipline, I feel that I completely act as though this word isn't even in existence in my classroom. Any time they do anything out of the ordinary, I ignore them as though they were in outer space. They just don't talk when I am talking; they don't talk when anyone else is talking; and they don't throw spitballs. Surely, there are occasions when certain children will test you, but the important thing is to remember that they are looking for a reaction, and the best thing is to give them a firm response. This means taking care of the matter in a quiet manner rather than getting upset, because they are definitely trying to see how upset you can get.

As for my classroom setup, I feel that it is somewhat normal--normal perhaps for me but not for anyone else. The important thing is for the children to remember that they have to write clearly, which is particularly essential for mathematics. When they write on the board, you really would be surprised; they try so hard to please that they write too large--like about three feet high--and they just cannot possibly get everything on the board. It is not really important for me to see it, because they must be able to read what they have written when they return to their seats. This is a perfect lesson for them, for ofttimes they will go back to their seats and be unable to read their writing. Then, I usually say, "If you can't read it, then the rest of the students and myself are certainly in the same boat."

This morning, it was mentioned that blindness or sight should not be a qualification or a disqualification. I feel that in my case, and I am sure that the rest of you will agree with me, we use any vision we have to our best advantage, but I know that I depend entirely on my memory. I can read a textbook using glasses, but the glasses have such thick magnification that I cannot walk around with them, so I study and know the textbook backwards and forwards. Many times, I ask the children, "Do you have any questions on the homework?" Sometimes I can see a hand, and sometimes because of the light, I can't. The children know that the last one in each row is responsible for any hands that go up in his row and they are to use their own discretion and say, "Mrs. Phelan, John has a question." John asks the question, and if it is within the realm of the homework problems that are from the textbook, he'll say, "Problem 15 on page 82," and I will remember it. Little things like this completely overwhelm them and they think you are some walking strange thing from outer space. They completely forget about my problem. In fact, I have had children ask, "What kind of car do you have?" or "What kind of car do you drive to school?" They certainly know about your eye condition, since they write a foot high on the blackboard, but they just don't have the feeling that my handicap is a problem. I even have children who sometimes talk very loudly; they forget the difficulty is with my eyes and not my ears.

As far as mathematics evaluation is concerned, I do feel that it is somewhat easier than, say, compositional work. I use many of the systems that have been presented today. One of the things with mathematics is that a short quiz will tell you whether they know what you are talking about. Also, oral quizzes for ten minutes at the beginning of class to test what we are doing, what I am talking about, and what we have been doing can pick up very quickly who is or is not paying attention.

As for my administration, I am sure I wouldn't be here if it weren't for my principal who interviewed me four years ago at Gettysburg College. He maintains that he hired me, truthfully, on a wing and a prayer. He said, too, that he felt that if I were to succeed, it would be wonderful for the system, as well as for the children. If it didn't work out, he said that he had enough of those teachers who didn't make it anyway, so it really wouldn't matter.

I have been with the school system for four years and I have tenure. I feel the teacher must maintain the same enthusiasm in teaching as on the very first day of teaching. I think that I have had tremendous response in a positive way from parents and I have never had any negative reaction that I know of. In a lot of cases, it did take some proving, but at least it was a silent proving of which I was not aware. People tell me now that they were sure I would never last. First of all, I was placed right across from the principal's office and they said that anybody placed there would never make it. I made it and I am still directly across from the principal's office.

In summary, I should like to say again that I think all my colleagues have certainly expressed their views on what teaching means to them and how they have created adaptations in their teaching methods to best educate their students. I am sure that you administrators listening to them have become well aware of the ability of blind teachers. This morning's speakers hypothetically put up the situations, and I believe we teachers certainly have answered in full.

Mrs. Sigrid Phelan was born in Weehawken, N. J., in 1943, she grew up in Teaneck, N. J., and attended the local public schools.

Mrs. Phelan teaches mathematics in the Roy W. Brown Middle School, Bergenfield, N. J. She was graduated from Gettysburg College, Pennsylvania, in 1965, with a major in mathametics and minors in Spanish and Education. In 1967, she received a summer grant from the National Science Foundation for further study at Rutgers University, New Brunswick, N. J.

In 1968, she married Thomas Phelan, who teaches fifth grade in nearby Old Tappan.

METHODS AND TECHNIQUES OF TEACHING SPANISH AS A BLIND PERSON

Judith B. Nablo

I teach four levels of Spanish in a senior high school. My assignment has consisted of homeroom responsibilities and five or six classes a day. Study hall or cafeteria duty have never been assigned to me. During the years when I taught six classes there would have been no time in my heavy schedule for any other assignment. However, I feel that I could handle study hall responsibilities quite adequately if called upon to do so.

My extracurricular activity is to act as advisor to the student committee of the American Field Service Chapter in our school. This is a student group whose function is to acquaint the foreign student spending a year in the United States with the school activities, the community, and the variety of American customs.

I have light perception and can see some objects in very brightly lighted places. My eye condition has always been the same. This may be one reason that I take for granted many of the skills which the adventitiously blinded teacher has adapated into his teaching techniques. Many of these variations are adjustments I have had to make all my life, and I have not had to think about them as a new orientation as one would after having taught as a sighted person.

In my work, I have found no difficulties in teaching a foreign language because my textbooks have been made available in braille. With the current trend in the methods of teaching a foreign language, I have a tape recorder available at all times; most of the exercises in the textbook are on tape. One of the assignments in the instructions is to have the students imitate the sounds of the tape. For this reason, I would say that the class is oriented toward audio perception, and the audio-visual equipment necessary for today's method of teaching is easy to use.

I find that a blind person can easily use audio-visual equipment. In fact, it is a necessary teaching device, as audio equipment is used extensively in today's instructional methods. A tape recorder is a real asset to a blind person and without a doubt is constantly being used by blind college students. It is quite easy to learn to operate a movie projector if one knows how to operate a tape recorder.

Before we began to use textbooks employing the audio-lingual method, I used a textbook which required much of the work to be written on the blackboard. Although I know how to write on the board, I have found it to be more a distraction to my students than to have them do the writing on the board.

Somehow they get caught up with how I am writing and forget to pay attention to what I am writing. No doubt if I wrote more often on the board, this distraction would probably decrease. In the textbook I previously used, there was a grammar portion which dealt entirely with translation. I always had the students write their translations of the lesson on the board. If one desires to correct the boardwork in class, a second student reads what the first student has written. When a student reads his own writing, many times he reads right over the mistakes, automatically making corrections. When the second student reads the other's work, it also gives the opportunity to point out rules of pronunciation. This technique makes it very obvious to the students the need for accuracy in both the written and spoken aspects of the foreign language. I have learned that this method is very successful, and my writing on the blackboard does not seem necessary.

Each one of us, whether he be blind or sighted, has his own ideas about classroom discipline. I cannot specifically place my finger on what makes a certain kind of discipline in my classroom, but I believe that it is important for any teacher to be aware of his students as individuals--who they are, and what contributions they can make to the class and to the school. Maybe I became aware of this in a class I had one year in which there were about four girls and twenty boys. The boys were not particularly interested in learning Spanish, but they chose it because they had some mistaken idea that this language was easier to learn than others. The familiarity with Spanish brought about today by many television programs sometimes deceives the viewer in believing it is simple to learn, but when one studies Spanish, he finds there is just as much memorization, study, and the need for comprehension of grammatical rules as in any other foreign language. Well, this class was much more interested in sports, and they got me interested in every basketball game that took place. Perhaps one of the contributing factors to success in that class was their knowledge of my interest in what was really important to them.

Much of teaching is conveying ideas and understanding to others by the use of words. A blind person has learned many things from other people's descriptions and explanations. I have profited greatly by this, and I hope that I can explain fully, understandably, and interestingly to my classes what I wish to teach them.

Before I came to this conference, I gave my talk considerable thought and was unable to decide just what information would be most helpful. Yesterday, one of my classes asked me where I was going, and I told them. (This class is rather unique in that it is the last class that will have had me as its Spanish teacher for all four years. Now that our school has increased in size, we have three additional Spanish teachers.) After questioning me, we had a short discussion as to what I might say today. One of the students said, "I don't really know what you do that is any different." I suppose this is the attitude which I wish to transmit here today--to have administrators and students accept my ability as a teacher and not negate me for my visual disability.

Miss Nablo was born in Buffalo, N. Y., where she attended the sight-saving and braille classes in the Buffalo Public School System. At the age of ten, she entered the New York State School for the Blind. She earned her B.A. degree at the University of Buffalo in 1962, and her A.M. degree in Spanish in 1964 at Middlebury College. Since graduating from college, Miss Nablo has been teaching Spanish at the Sweet Home Central Senior High School, Amhurst, New York.

METHODS AND TECHNIQUES OF TEACHING PHYSICS AND CHEMISTRY AS A BLIND PERSON

Samuel Lentine

It is my hope to magnify and perhaps elaborate further on what my colleagues have already stated, because it is a subject which is of great importance to both administrators and visually handicapped persons who plan to enter the teaching vocation.

I am visually handicapped, but this does not pose any real problem in my ability to teach. I am currently teaching at Bishop Duffy High School in Niagara Falls, New York. My subject areas are physics and chemistry. I also tutor in mathematics and electronics on the side--subjects in which I received extensive training.

What I have to say can be divided into three categories: (1) the orientation of the blind teacher to the school system, (2) the orientation of the students to the teacher, and (3) the teacher's ability to function normally in the system. I should like to tell you what I might do, because I believe each teacher, whether blind or sighted, has his own individual manner of presenting the material. It may be that some of the things which I say might give you some idea of what other blind people do, but I feel that you cannot make a judgment that what works for me will necessarily work for anyone else. I think that there are those in an equal, if not a better, position to tell you what really goes on in a school system, and how a blind person can handle it.

Concerning the first category, I can foresee several questions which would undoubtedly arise in an administrator's mind. Allow me to first point out these questions and then I shall follow with the answers. If a blind person is employed in our school system, how will he be able to get to and from the school? Even if he gets there all right, how will he be able to find his way from one classroom to another? What responsibility must I assume as his employer to see that he runs into no difficulties? In short, is it really feasible to hire a blind person in a school system?

Now, I shall attempt to answer each of these questions. First of all, travel is the least of a blind person's worries. Whether he is to work as a teacher, a lawyer, or any other position, he is responsible for getting to the job in his own way--just like a sighted person. In most cases, before a person who is visually handicapped enters a vocation, he has been given a great deal of instruction in travel from the Vocational Rehabilitation Service. This organization could not confidently recommend a person for employment if it were felt that he was not capable of traveling independently. The employer should not be any more responsible for a blind teacher's travel arrangements than he would be for other members of his staff.

The answer to the second question regarding the blind teacher's ability in getting around the school building is much the same as the first, but I shall go one step further by posing a question to you. If you should have to go to a strange city for the first time, how would you know where to find a certain building in it? You would simply ask, would you not? Once given the directions, you could proceed to your destination as any native of that city. There is no reason why a blind person could not become oriented to a school building rather quickly. Some of you, no doubt, have blind students in your school systems right now; many of those students get around quite well. If they can, why can't a blind teacher?

Concerning the third question, I would have to say that you, as his employer, must assume no more responsibilities for the blind person than you would ordinarily assume for any of your sighted employees. It cannot be any other way--whether a blind person is a school teacher or engaged in some other occupation. I say this to you on the basis of what I have done. I say this to you on the basis of what my colleagues have done. An axiom you might keep in mind is this: If a person who is visually handicapped is to succeed in his vocation, he must orient himself to society--not society to him.

Now, we turn to another problem. How does a blind teacher orient himself to the students? Much of the difficulty, if there is to be any, is mental. It is true that there are certain physical situations with which he must cope. For example, the teacher cannot simply talk to his students and expect them to grasp all the concepts. He must use the board. How can a blind teacher handle this? Here, again, I can only say what I personally do to cope with this. In the first place, very little boardwork is done in my class. What work is to be done is handled by assistants whom I choose from the class itself. As a general rule, I use the overhead projector for the simple reason that it seems to have a greater psychological impact on the students. I cannot explain why this is so, but I have noticed that if I should put a given principle on the board, they must be shown how to write it in their notebooks. However, if the same thing is put on the overhead, they immediately copy it, as though they see special significance to what I have just said.

Another reason why I personally like the overhead projector is that the transparencies can be made in advance. They can be numbered and put in the order in which the material is to be presented. Sometimes it is necessary for me to make transparencies right on the spot. This happens if some given principle needs further illustration. Here, again, I use the students' assistance for this purpose. As I said, much of the difficulty is mental. By this, I mean that the blind teacher is immediately faced with certain problems, about which we have already mentioned. How he accepts and copes with them is vitally important, because his whole mental attitude is reflected in his manner of presentation--and the students are very well aware of this fact. Therefore, I believe it is extremely important to establish the right mental attitude right at the outset. How this is done is an individual problem. There are no courses in the methodology as to how to exactly illustrate this intangible attribute.

What about the students? How do they react to a blind teacher? In most cases, they can certainly notice that the teacher is visually handicapped. Does this make any difference to them? Here, I must be perfectly honest with you. It certainly can make a great deal of difference in some cases. How does one cope with it? This is not something which can be simply passed over without explanation, for it may impede learning. Anything which slows down the learning process is bad and must be dealt with immediately--if the blind teacher is to be successful in his profession. In order to make certain that the students are placed in optimum learning conditions, I believe that it is important to show them that the differences they might notice are merely physical. By this, I do not mean to imply that the teacher should come right out and say to his students, "My pupils, the differences you see before you are merely physical." I have a feeling that such procedure would not work out too well. The teacher can, however, instill in his students the feeling of confidence. I generally like to break the ice quickly, usually by employing humor in the class. This creates a relaxed atmosphere in my classes. I certainly do not want to create a situation which leads to complete disorder. Thus, in my attempt to put the students at ease, I also immediately establish the fact that I am the teacher; they are made to realize right at the outset that they have certain functions and they have certain responsibilities as students.

You might wish to know how I handle the problem of discipline. Actually, I cannot give a simple answer; it depends entirely upon the situation. How does a sighted teacher handle the problem of discipline? It is a fact that some teachers are perfectly capable of handling a class, while others are not. This goes for all people, whether blind or sighted. Honestly, I have never encountered a real problem. I have had some of the "trouble makers" of the school in my class, but they have never given me any trouble. I cannot really explain why this is so, but I can hazard a guess. I find that my students open up to me; they say exactly what is on their minds in a free and candid manner. Many times, they come to me for help; other times, they just come to get something out of their systems. I get results because I treat them well. Is it possible to go too far with this? Of course it is, but like anything else, you simply have to establish the proper control, and all techniques must be used in their proper perspective. My students learn because they ask questions. They ask questions because they feel relaxed in doing so, for they are confident that I shall take the time to try to answer them. It is as simple as that.

Now, you may ask, "What about cheating?" How many teachers who have full command of their vision can honestly say that there are no cheaters in their classes? What is more, how many of them are really caught? My lack of sight has little to do with this problem. I have caught a few teachers off guard at times, because they wonder how I am able to detect cheaters in many instances. One does not have to see to know his students, or to know their abilities, and, consequently, to know when they have not done their own work. After catching a few students, the word must have spread, because I never experienced any more trouble with cheating. You have already seen how it is possible for a blind science teacher (Richard Stolper) to handle a laboratory situation.

Let us summarize our findings. Can a teacher who is visually handicapped handle a job in a public school system? If so, how? Yes, he can, but in addition to his academic qualifications and his ability to teach his subject, he must have workable knowledge of the use of audio-visual equipment and how to use it efficiently. To keep the students' attention and to insure that learning is taking place, it is necessary to constantly keep the class moving and make the subject matter interesting to them. As I once said to an administrator, "It's not the school that kids hate so much; it's just the principal of the whole thing."

Seriously, I should like to conclude by saying that it is most definitely possible for a visually handicapped person to teach in public schools, and I do hope that from what was said today, the school officers will see that it can be done and it is being done. You are no doubt thinking that all of these things which have been said here this afternoon are true for teachers in general, and that is exactly the point I wish to emphasize. It is my conviction that a blind person can teach in a public school system as long as he is academically qualified, can function independently, and knows how to teach. Although he has special needs, he should not be treated specially, nor should he exact special treatment. Success can ultimately come only if the blind person can assume the responsibilities which are required of any sighted teacher.

Mr. Samuel Lentine was born August 23, 1942, in Niagara Falls, New York. He has been totally blind since the age of one. He attended the New York State School for the Blind in Batavia, New York. He earned his B.A. degree in Physics Education at Canisius College. He is currently working on his Master's Degree in Research Physics and is also taking graduate courses in Chemistry. Also, he is an Electronics instructor for Civil Defense.

While his aim is to serve students at the high school level, Mr. Lentine devotes part of his energies toward earning his Ph.D. as a research Theoretical Physicist.

AVAILABILITY OF QUALIFIED BLIND TEACHERS

Ronald I. Johnston

As a former mathematics-science teacher, I feel very much at home speaking in the interest of blind persons whose vocational objective is teaching. As Vocational Guidance Consultant for the Blind at the New York State Commission for the Blind and Visually Handicapped, I am deeply involved with persons pursuing educational programs at both the high school and college levels. Also, I am responsible for maintaining a register of professionally employed blind persons, such as public school teachers, social workers, computer programmers, etc., and I am very pleased to see the increase in professional positions being held by blind persons.

The Rehabilitation Services of The New York Association for the Blind has done excellent researching in preparation for this Institute as to the number of blind persons attending colleges and universities, the number of students preparing for teaching careers in the public school systems, and the number of blind persons now successfully teaching in the public schools throughout the United States. This nationwide survey reveals that there are 1,940 blind students attending institutions of higher learning, 813 of these students are being trained to teach in the public schools, and 334 blind teachers are now teaching in the public school systems at both the elementary and the secondary levels.

The State of California was one of the first states to amend its Education Law to open the doors for blind teachers in its public schools, and it now has the largest number of employed blind teachers. The Education Law of New York State was amended in 1960. Therefore, it is understandable that in these two states there has been an increase in the number of blind persons in colleges and universities who have teaching as their vocational objective. Presumably, to a lesser degree, the other states will find an increase where there are Education Laws prohibiting the exclusion of blind students and blind teachers.

Since 1960, forty blind persons who have completed their teacher-training in New York State have been successfully employed in public schools--24 in New York State and 13 in California, Arizona, Pennsylvania, and New Jersey.

The Association's survey revealed that nationwide about 45 per cent of the blind students in colleges are preparing for teaching careers. One would consider this an unrealistic goal for so large a percentage, but 42 per cent of the blind students in New York have indicated teaching as their objective, so it fairly matches the nationwide percentage.

In New York State, intensive counseling may begin with the client as early as age fourteen. Our agency requires its college-bound clients to write a vocational research paper to better enable the client to realistically envision how he sees himself as a blind person successfully achieving as a teacher, if this is his chosen objective. We have found that most professionally trained clients are successfully placed in their originally chosen vocations.

The following statistics may be of interest in understanding the trends in the availability of qualified blind teachers. Each year there is an increase in the number of blind high school graduates going on to college. In the fall of 1969, 65 new college freshmen will be on our college caseload. Of the 290 now attending college, 56 males and 71 females indicate a teaching career. Although we do have a substantial number of women who train for college level teaching, more men than women pursue teaching at the college and university level. A sizable number of college students who originally aspired to teach in public schools change their minds during their training and prepare for college teaching rather than contend with the problems they believe are experienced in the public schools. The present record of employed blind teachers might be a positive factor in encouraging more blind college students to select teaching in public schools.

Although there has been a significant trend nationwide for sighted men teachers at the elementary level, in New York State a very small percentage of blind men choose to teach at this level. If conditions improve in a ready acceptance of them in our public schools, I am confident there will be an increase in students planning this level of teaching.

As to the immediate availability of blind teachers, this past year we placed six blind teachers in the following positions in the public schools: 1 - French, 1 - Spanish, 2 - Speech, 1 - Kindergarten, and 1 - History-Debate. Possibly, there will be 43 blind teachers ready for employment next year. Categorizing the New York State blind teachers available for employment in the near future: 4 - Elementary, 3 - Special Education, 2 - Mentally Retarded, 1 - English, 1 - French, 1 - Speech, 1 - Spanish, 1 - Industrial Arts, 1 - Mathematics, 8 - History, 4 - Social Studies, and 5 - Music. The predominance is in History, Social Studies, Languages, and Music.

In reflecting upon the placement of blind teachers, we must consider employment trends. In New York State, until recently, there has been an urgent need for well-trained English teachers, whereas there now exists a surplus of teachers trained in History. (This explains, in part, the many blind teachers planning to teach at the college and university level.) There are specialized areas of teaching which might present obstacles, but nonetheless we are currently sponsoring clients who plan to teach Agriculture and Industrial Arts.

As to the visual acuity of the blind teachers now employed in New York State, 41 per cent are totally blind or have light perception only. About the same percentage prevails in the present blind student population. The panel of teachers at this conference in demonstrating their abilities to teach effectively must have convinced you that their success is not predicated on the amount of residual vision.

New York State has blind itinerant teachers working with visually handicapped students. It is understandable why so many blind prospective teachers might express an interest in the area of Special Education because of the lack of confidence the school administrators have shown in the past to hire them. However, although rehabilitation counselors encourage blind students to plan to teach sighted children, some blind teachers like some sighted teachers prefer to teach visually handicapped children.

Blind students who excel in science and mathematics and have a particular aptitude to teach should be encouraged to teach these subjects in the public schools. We have placed blind persons as mathematicians, computer programmers, engineers, and as high school science teachers. (One science teacher who is congenitally blind, and one who has lost his sight and after rehabilitation has returned to the classroom, have demonstrated their teaching ability here today.) Despite the excellent record of these science teachers, it does appear that blind science majors are less interested in teaching and lean more toward doing research or teaching at the university level. Here, again, it may be due to the lack of acceptance in the public schools.

Although many blind persons earn their livelihood in the clerical field, very few blind persons are presently being trained to teach commercial subjects. We have trained and placed one successful commercial teacher, and there are now two students training for this career. We have never trained a physical education instructor, although some clients have stated a desire to enter this field. The survey indicates there are blind phys ed instructors, so it is a feasible vocation.

Although educators have been hesitant in encouraging and placing blind Speech teachers, our agency has placed three blind persons as Speech teachers. The blind wife of the director of a famous eastern school has won distinction as a professional in this field--another indication that vision is not important to successfully teach Speech.

As mentioned earlier, some teachers lose their sight during their teaching careers. In the past, school administrators have taken a dim view in retaining these teachers. Now, administrators are more apt to accept the return of these teachers after rehabilitation, since they know that these teachers are fully knowledgeable of their subjects and have functioned satisfactorily in the past. All agencies serving blind persons are cognizant of the administrators' concern and are ready to work with them so that the newly blinded teacher may remain in the classroom.

In summary, the availability of blind teachers annually in New York State for the next several years will probably be from twenty to twenty-five. Although present graduates appear to prefer teaching at the secondary level, from the success of presently employed blind teachers at the elementary level it is expected there will be an increase in the number teaching at this level, and we are encouraging them to do so.

The teaching profession can be proud of the blind public school teachers who have been the pioneers for other blind persons to demonstrate their abilities in the classroom. There is a demand for good teachers, and qualified professionally trained blind persons can certainly help fill this demand. I believe we have evidence enough to warrant their inclusion on our teaching staff.

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JOB SEEKING BY PROFESSIONAL BLIND PERSONS

William H. Diehl

The problems involved in placing blind persons in the teaching profession was of particular interest to me, and as a research project for my Master's degree in 1957, I chose the topic "Blind Teachers Teaching in the Elementary and Secondary Levels." I researched the subject as one would for any thesis, for I was not sure myself, although I am totally blind, whether a blind person could perform in any elementary or secondary public school setting.

At that time, at least to my knowledge, blind persons in the teaching profession in Pennsylvania were rarities. Because of this, upon the recommendations of other interested persons, I visited the State of Ohio where I met and interviewed two blind teachers employed in the public school systems near Cleveland. My purpose, of course, was to get a first-hand analysis from blind persons already successfully performing the duties of a public school teacher--more specifically, what they had done to prepare for the teaching profession, and how they were presently carrying out their work obligations on a day-to-day basis.

After these interviews, little doubt remained in my mind that visually impaired persons could successfully compete with sighted persons in the teaching profession in a public school setting. Both interviewed school teachers had interesting stories to relate about their preparation for the teaching profession and their subsequent efforts in convincing reluctant school administrators that they were indeed capable and deserving of the opportunity of functioning as school teachers. Both these teachers had some residual vision which would place them in the category of "legal blindness"; therefore, I still had some doubt as to the capabilities of totally blind persons teaching in the public schools.

It took some time before I became fully convinced that totally blind persons could also meet all job requirements of the teaching profession if they had the academic qualifications and the desire and ability to teach. No doubt, some of the school administrators here today can understand the delay in my arriving at the truth--that blind teachers can satisfactorily perform teaching duties. I shall not at this time give the objections expressed by school administrators to the hiring of blind persons as teachers, for these objections have already been outlined and categorized by more qualified persons than myself. The distinguished panel of blind school teachers at this conference have dealt with these obstacles and can best explain how these were overcome.

It was in 1957, at the time I was preparing my thesis, that the State of Pennsylvania began to study the problem of discrimination in the hiring of blind persons as public school teachers, and the school code was amended to specifically state that blindness is not a chronic nor an acute defect which would interfere with the carrying out of one's duties as a public school teacher. This, of course, represented nothing more than a legal victory, since there still remained the real job of selling the idea of hiring blind persons to county school superintendents, school administrators, and supervising principals in their school systems. We also must not forget the special interest groups such as fellow school steachers with whom the blind teachers would work, and the parents of the students in the classrooms of the blind teachers. This type of selling job is more difficult than other selling jobs in personnel for you are dealing with a highly volatile commodity, the molding of children's futures.

In Pennsylvania, from 1957 to the present time, some real efforts by a few interested individuals have been made to place qualified blind teachers in the elementary and secondary public schools. However, it is my opinion that a more concentrated effort on the part of our counseling staff is now needed to encourage clients who are interested and qualified to pursue both the attainment of the knowledge and the subsequent employment as teachers. Although my personal obligation is to the clients in the State of Pennsylvania, this problem is not peculiar to our State program, and my remarks most likely are applicable to the counselors in other state programs.

Out of the total number of blind college students, why is the number so few to have expressed an interest in teaching and have chosen an educational program leading to the preparation for this profession? One possible answer may be the apparent lack of success from past records in the placement of qualified blind teachers in the jobs for which they were trained. Very few blind high school graduates, unless they are very highly motivated and encouraged, will choose a vocation which, historically, has shown little promise for blind persons. Very closely related to this point, and just as influential in deterring a blind person from entering the teaching profession is the attitude of the placement counselor in shirking his responsibility to help the blind teachers find employment after completion of the educational program. All too often, the counselor, consciously or otherwise, will *his* choices of vocation on the blind person, which, unfortunately, in many instances results in his client's accepting the "good, old, safe area of social service work."

When should we begin to help qualified, interested blind persons follow through with their chosen goals in the teaching profession? It has been my experience that most students who desire to enter such a demanding field as teaching are certain of this choice by their junior year in high school. It is at this time that serious consideration should be given to the student's choice. If a thorough evaluation of the student's interests, personality, capabilities, etc., clearly indicate that he would be a good candidate for a college program in the field of education leading to certification as a school teacher, then every effort should be made by the Vocational Rehabilitation Counselor, the school guidance counselor, and any other interested persons to support and encourage this student in his choice of this vocational objective. This applies to both the residential school for the blind and the public school systems, and it is important that close liaison be established and maintained between Vocational Rehabilitation Agency personnel and the school guidance counselors. This liaison should be maintained in a complete follow-up check on high school graduates' successes in their respective goals, so that the school guidance counselors may then be able to keep a more comprehensive, updated file of occupational information.

We might say that only the initial step has been made by the student and the Vocational Rehabilitation Counselor when the choice has been made for the vocation to become a teacher, for there is still another step to be made which may be a major stumbling block to his choice, and that is in the selection of a cooperative college or university. I use the word "cooperative" as there are several schools, at least in Pennsylvania, which will not accept blind students with an expressed interest in their departments of education with the ultimate goal of the teaching profession. Their reasons are simple and to the point: Why should we accept a blind person in the education program when we know that we shall be unable to make a suitable "student-teaching placement" or, subsequently, to recommend this blind student for employment in any public school system? Fortunately, these schools are in the minority, but these problems do exist, and tireless efforts on the part of both vocational rehabilitation counselor and student are required to face and solve these problems. Once a school is convinced that a blind person can fully and actively compete with his sighted peers in the educational curriculum and can satisfactorily perform a teacher's functions, it is important that the blind student become fully acquainted with his school advisor, the student-teaching placement officer, and any other department personnel who may be of assistance to him in finding a suitable student-teaching placement.

There is little doubt in my mind that Vocational Rehabilitation Counselors, probably with some exceptions, do not feel adequately prepared to initiate effective job-seeking activities on behalf of their blind clients who have graduated from college as qualified teachers. The type of conference we are having today can help to a great extent in overcoming the possible feelings of inadequacy, but there is still the need for more ongoing, in-service training conferences on a local, regional, and state level in this vital area of job placement for blind professional persons, particularly for teacher placement. The State and Federal Rehabilitation and Educational Programs should be involved in sponsoring more of these in-service training conferences which should unquestionably include public school superintendents and administrators, supervising principals, college and university student-teacher placement officers, directors of departments of education, vocational rehabilitation agency staff, college personnel, public school personnel, and, most important, a panel of successfully employed blind school teachers. Nothing is more effective than to hear success stories which begin with the struggles and frustrations of seeking a difficult goal and concludes with the reward of achieving that goal. The published proceedings of such training conferences would prove to be excellent resource material for high school guidance counselors and for high school students with an expressed interest in the teaching profession.

In summary, I should like to re-emphasize that qualified blind persons have proved their capabilities as teachers in public schools at both the elementary and the secondary level. Who determines whether or not these blind persons are qualified can become a very intricate and emotionally ladened problem. It is my opinion that the prospective blind teacher must be above average in intelligence, resourceful, emotionally stable, mobile, and, above all, highly motivated. The counseling and guidance of this type person should begin no later than his junior year in high school and should continue on a regular basis throughout his college career. The influential persons who are most important for continuous contact by both student and counselor are the supervisors of the student-teaching placement and job placement departments.

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ADMINISTRATIVE CONSIDERATIONS
in the
EMPLOYMENT OF BLIND TEACHERS

Edward F. Huntington, Ed.D.

I hope that my remarks will not be too repetitious for those who were here two years ago, but my job is to tell you of my research entitled "Administrative Considerations in the Employment of Blind Teachers." This study which was conducted through 1964, 1965, and part of 1966, consisted of two major phases.

In the first phase, I surveyed 264 chief school officers in New York State in an attempt to identify their concerns over the employment of blind teachers. My assumption was that most administrators had little or no knowledge of how a blind teacher functions in the classroom and, consequently, would have many doubts about the feasibility of hiring a blind teacher. I might say that I became interested in this study when I was a high school principal involved in the employment of John Balling, whom some of you know, a blind teacher of American History. It was only after John had been there three or four years and we were discussing this topic that I realized how difficult it was to find administrators that would even grant him an interview. This, then, was the impetus for me to begin the study.

Now, as I said, I did survey chief school officers and I was very fortunate to have received something like 233 replies out of 264 questionnaires that I sent out, which I thought was a pretty good return.

In the first phase, I found the following areas to be considered potential problem areas in this order:

1. Lunchroom supervision
2. Administering tests
3. Study hall supervision
4. Chaperoning student activities

   Note: It was interesting that the first four items had nothing to do with the actual teaching process.

5. Use of visual aids
6. Fire drills
7. Keeping written records
8. Discipline

There were other items written down, but I have listed the eight that were noted by more than half of the respondents. After completing this phase of the study and organizing the data, I then went into the second phase which was a study of blind teachers already employed. I visited eight schools in New York State and interviewed teachers, administrators, and students. Miss Judy Nablo, who teaches Spanish at the high school level, is here today and she will recall that I came to her school in the Buffalo area and asked everybody what they thought of Judy's teaching.

I also sent a questionnaire to twenty-four schools in California where blind teachers were employed. In New York and California, my basic question was: Now that you have had blind teachers, do you find these to be the problem areas? Here are some of the things that I was able to determine:

In nearly every case, lunchroom supervision was not assigned to blind teachers, and I might add parenthetically, nor is it assigned to many teachers in schools any more. This duty is assigned more and more to non-professional aides. In most cases, the consensus was that the blind teacher could be assigned other extra class duties more appropriate to his capabilities.

In only seven of the thirty-two schools was cheating on tests listed as a problem. To minimize the problem, alternate forms of tests were often used; other proctors were occasionally assigned; and in one case the teacher switched with a study-hall teacher during the examinations. Honor society students have been used in other schools. I got the impression as I talked with the administrators that if the youngster is going to cheat on a test, it it won't make any difference whether the teacher is blind or sighted. It is a matter of values.

Assignments of blind teachers to study halls was a practice in about half the schools--and in all cases, the assignment was adequately completed. However, in one school, there was excessive writing on study hall desks. (You should see our study hall!)

Blind teachers have chaperoned some types of student activities, usually based on the abilities and interests of the teacher. They have served as advisors to student councils and clubs, as chaperones for games and dances, and have been involved with nearly every type of activity.

Although most of the teachers were described as capable of operating audio-visual equipment, many reported that student assistants were often utilized for this purpose--also a common practice with sighted teachers.

Fire drills seemed to be no problem. In each of the schools, procedures have been developed, and I found that blind teachers could perform satisfactorily in all situations.

There were a number of methods of keeping written records: the use of braille, transferring information via an aide, using the typewriter, using tape recorders, and various techniques that have been developed by the individual. The consensus was that the records were complete and that was all the administrator was really concerned about.

Undoubtedly, the most controversial topic regarding the use of blind teachers was discipline. The survey revealed that many administrators felt that blindness would lead to excessive discipline problems. In the actual practice, however, it was discovered that blindness is not a major factor of discipline. Instead, the key factor is the respect demanded by the teacher.

I thoroughly believe this is true whether the teachers are sighted, blind, hard of hearing, blondes, brunettes, or whatever they are. If there is respect developed between the student and the teacher, then discipline problems are never a serious factor. The study revealed that of the thirty-two schools in the study, only five reported less than average discipline in the classroom of the blind teachers.

I should like to quote from my dissertation an interesting conclusion: "The blind teachers were rated as average or above by school personnel in twenty-seven of the thirty-two schools in the study. In two schools, no evaluation was made, and in three schools the teachers were rated below average." I should like to emphasize here that being blind does not make you a successful teacher. There are unsuccessful blind teachers as well as successful blind teachers, but there is an interesting sidelight--and that is, in the school where a blind teacher has been unsuccessful, it will be very difficult for another blind teacher to find employment in that district. In interviewing the students, the teachers, and the administrators in a district where a blind teacher was not successful, it was obvious that they did not believe it was feasible for blind persons to teach. I did ask the administrator if he had ever had a redhead that had been ineffective as a teacher and when he said, "Yes," I asked, "Would you consider it feasible to have redheads teach in your school?" This is not a good research technique, by the way, but I think he did get the point. This is something we need to understand: It is easy to generalize when a teacher is unsuccessful and the simplest thing for the school administrator is not to use blind teachers again.

I also became involved in asking which areas of teaching were considered the most feasible, and the responses were Social Studies, English, Foreign Languages, and Music--in that order. There was some disagreement about the feasibility of employing blind teachers in the elementary schools. However, eight of the teachers whom I had surveyed had been successful in the elementary grades and I have read since then that there have been many more placements at the elementary level. Those considered to be less feasible were Science, Industrial Arts, Physical Education, and Art. However, there have been teachers who are successful in these areas and, I guess, as John Balling told me when I asked him this question, "The least feasible is Driver Education."

There are several other conclusions that I reached about blind teachers, including certain things about techniques. Techniques do not vary a great deal from sighted teachers, although I found that the blind teachers move around the classroom more than the sighted teachers. An interesting experiment in team-teaching involved a sighted teacher and a blind teacher in large group instruction and has worked out very well. The blind teacher uses mimeographed materials and visual aids a great deal. There are various ways of administering tests, as I mentioned.

I was particularly interested to find out that in no case had blind teachers been granted any special concessions. They were hired with the understanding that they were to take a comparable load to everyone else; in fact, the teachers insisted upon this. If lunchroom supervision was the practice, as it was in one or two schools, then the teacher was asked to take something else in place of lunchroom supervision, so that his role would be comparable to the others.

When we talk about the problems of employing blind teachers, the key is the administrator because this fellow is going to decide whether he is going to hire the teacher or not. I believe my study bears out the contention that administrators are hesitant to hire the blind teachers because of a lack of knowledge of how a blind teacher functions in the classroom. I feel strongly that there should be more of the kind of material that we are gathering together at this conference placed in the hands of school administrators.

You know, the school superintendency is an interesting position. I am now in the fourth year as superintendent and, I guess, you would categorize this as "being where the action is." There are pressures of very many types: parents, representatives from Albany, from the students, from the faculty, S.D.S., and a few others. I have a friend who had a rough year and he was in the hospital recuperating from pneumonia. He received a get-well card, opened it, and it was from his Board of Education. It said, "At last night's meeting, we voted four to three to wish you speedy recovery."

So, I think what I am leading up to is that the chief school officer, if he thinks he might be getting into a problem, may tend to just say, "No, we won't get involved." And this is why we face such difficulties. As John said to me, "I sent sixty letters out before one school granted me an interview." In other words, the administrators in most cases didn't even want to investigate this situation. So, this is going to be a hurdle; it is not going to be easy, but I think we are making some great progress, and the greatest amount of progress is being made by the blind teachers who are now teaching in New York State. Around the areas where they are teaching, people have heard about their successes and they realize that it does work.

The comment was made by the previous speaker about college teaching as opposed to public school teaching and the problem of parent concern over blind teachers. I wish to take issue with this. In none of the surveys nor in the schools which I visited was there any concern on the part of the parents over having a blind teacher in the classroom. Maybe some of you have run into different reactions to this, but this is a minor problem. In a couple of schools, the administrators invited the parents in, and they said, "If you don't want your youngster in the blind teacher's classroom, all right." (This was an elementary blind teacher.) In one case, the parent asked to have the youngster transferred, and about midyear wanted the youngster transferred back. No, parents' concern is not a serious problem. I am convinced the real "stumbling block" to employment of blind teachers lies with school administrators.

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SUMMARY OF WORKSHOPS

The following is a summary of reports submitted by the four group workshops on the discussions on evaluation and implementation of the systems and practices regarding the training and placement of qualified blind teachers in the public schools.

The findings and conclusions in the areas of involvement and responsibility are threefold: (1) the responsibilities of the agencies offering services to blind persons, (2) the responsibilities of teachers who are blind, and (3) the responsibilities of school administrators.

For purposes of clarity, the findings and conclusions are reported in three separate, but often interrelated, categories.

I. THE AGENCY ROLE

The degree of success and effectiveness of any program geared toward the employment of blind teachers will primarily be measured by the extent of involvement and scope of services offered by the agency to local, state, and national organizations working directly in the areas of education, counseling, guidance, and placement.

The dissemination of positive, factual information to qualified blind teachers, school and college administrative personnel, and blind teacher-students is of prime importance. One very strong recommendation is for the preparation and promulgation of a brochure on "The Techniques of Teaching As Blind Persons" to be used as a handbook by student-teachers, teachers, and school/college administrative personnel, as well as by agency counselors. This handbook would cover the following topics:

1. Interview. Preparation and direction by both applicant and interviewer.

2. Emotional factors. How to discuss the subject of blindness freely and frankly.

3. Personal qualifications. Attitude, grooming, mobility, social skills, dependability, and independence.

4. Teaching qualifications. Academic qualifications, curriculum-teaching modifications, tenure, supervision, criticism, and dismissal. This would cover the schools' general practices and procedures, general mechanics of teaching, special techniques and methods to be used in specific teaching areas, and safety principles.

5. Detailed list of all services and aids available to the teacher.

6. Labor and employment legislation regarding the hiring of blind teachers.

The agency should strive, where possible, to involve school and college admissions officers and other administrative personnel in all conferences pertaining to blindness and education. The agency should also, where feasible, participate in national, state, and local conferences of professional educational organizations.

It was also suggested that a 15 to 20-minute film be made available without charge to any and all groups and organizations interested in an illustration of blind teachers demonstrating their skills and knowledge in the classroom. This would be factual, convincing evidence that blind teachers are now successful and their supervising principals have confidence in their abilities.

A concerted effort should also be made toward more frequent editorial placements of success stories of blind teachers in key professional education journals.

The agency should be responsible for the preparation of another brochure dealing solely and specifically with placement, that is, screening of applicants, interviews, approach to an interview, applicant's attitude, credentials, resumes, etc. This brochure would contain an up-to-date roster of employed blind teachers by state, position, grade and/or subject being taught for ready reference by both prospective applicants and prospective employers. This brochure would also include the names, addresses, and telephone numbers of school administrators who have employed blind teachers.

In conclusion, the agency must actively function as the liaison in all areas of communication between the blind teacher and the school or college administrative personnel. The agency should be willing to cooperate in any way possible to enlighten all concerned with the wide range of services and aids they make available to achieve the ultimate goal of blind teacher placement.

II. THE BLIND TEACHER

With relatively few exceptions, the qualifications accepted as standard for the sighted person seeking training or employment in the field of education are equally applicable to the blind person. Throughout all four workshops, it was continually stressed in the sessions that there is nothing "special" or unique about a blind teacher--nor should there be. Further, it is recognized and understood that not all individuals who aspire to teach show a particular aptitude for teaching, and it follows that not all blind persons who have a preference for teaching are temperamentally suited for this profession.

The school guidance counselor and the agency counselor should inform the blind student interested in a teaching career of the academic requirements, functions, duties, responsibilities, and obligations involved in teacher preparation and performance. The prospective teacher should be encouraged to gain experience in group activities, such as participation in social groups, church groups, professional organizations, and community affairs.

In addition to the outline for the handbook on "Techniques of Teaching As a Blind Person" (mentioned in The Agency Role), the following conclusions were prepared:

1. Student teaching. The blind student need not be obliged to do practice-teaching in both blind and sighted classrooms. Practice-teaching assignments should be concentrated in teaching sighted persons where they will experience the same responsibilities, challenges and rewards as the sighted teacher.

2. Selection of subjects and/or grades to teach. Understandably, the student would choose the subjects and/or grades to teach where he would feel the most interested, proficient, and confident to carry out assignments. However, it would be well for the guidance counselor and the rehabilitation counselor to verify whether the blind student-teacher were sufficiently endowed mentally, physically, and psychologically to pursue his choice. If not, the student could be either counselled to matriculate in another subject or to major in a teaching field where there is greater demand, thus enhancing employment opportunities.

3. Interviews. Obviously, the most important factor in securing a teaching position is the ability to convince the prospective employer that the blind applicant is both equipped and capable as the sighted teacher, and perhaps better. Poise, assuredness, personality, initiative, mobility, communicative ability, etc., are all factors in the employer's final decision. Knowledge of the town or city in which the position is offered will promote a more confident, relaxed, and informal interview. An awareness of the historical sites, municipal buildings, population, industries, and socioeconomic level of community, as well as evidence of mobility skills in the area, may be favorable considerations on the part of the school officers.

4. Teacher assistance. A blind teacher should use a volunteer or a paid reader (paid by the teacher) for activities requiring sight, such as record-keeping, reading of mail, memos, school directives, attendance reports, and reading test papers. Use of clerical and secretarial help could be used by blind teachers when such help is available and offered to all teachers.

In summary, the preparation of the blind student for teacher-training, student-teaching, and teaching assignments differs from the sighted student only in reading; it is a matter of printed books versus reader service, brailled books, tapes, and records. In the actual teaching process, the difference is in the documenting of material for one's own use.

To re-emphasize the employment interview, the blind teacher, like the sighted teacher applicant, must "do his homework" prior to the interview. He must also be able to project independence with authority and assuredness in mobility, personal management, and in using the varied teaching aids, such as tapes, films, recorders, records, etc. An eagerness and willingness to assume and successfully handle an assignment, and confidence in making good application of knowledge and skills in the classroom are positive prerequisites for initial interview.

III. THE SCHOOL/COLLEGE ADMINISTRATORS' ROLE

One of the key words, if not the key word, to emerge from the group workshop sessions was AWARENESS. It neatly and succinctly defines and summarizes the objectives of this conference. The success formula for the placement of qualified blind teachers is comprised of equal portions of awareness on the part of (1) the agency of the needs of the student, teacher, and school or college administrator; (2) an awareness on the part of student and the teacher of the academic requirements and the range of aids and services available through the agency, and the techniques to successfully carry out classroom assignments; and (3) an awareness by school administrators of the positive attributes of the qualified blind teachers through the use of aids and varied teaching techniques.

Many of the comments and observations covered in other sections of this report are equally pertinent in discussing the role of the school and college guidance counselor, placement counselor, and other administrative personnel.

1. In order to remain objective, the prospective employer during the interview should not place undue emphasis on the blindness of the applicant, but upon his academic achievements and ability to teach.
2. Blind teachers are not "special," but like their sighted colleagues, they may be either competent or incompetent.
3. Blindness, mobility, and independence should be discussed openly and candidly.
4. Areas of doubt, such as fire drills, cafeteria duty, study period supervision, and administering tests should be explored and discussed freely.
5. Visual aids and sighted assistance should be discussed, defined, and clarified by both the school administrator and the teacher applicant.

School administrative personnel should avail themselves of the services of the local, state, or national agency serving blind persons for guidance, clarification, and assistance. In particular, the placement personnel and school officers should request and utilize all printed literature on the subject of blind teachers.

If school officers are interested in learning how a blind teacher performs in the particular position, grade and/or subject for which a blind teacher makes application, an inquiry may be made to the supervising principal of a blind teacher currently having successful employment in like capacity. If convenient, and for confirmation, arrangements may be made to observe the blind teacher in the classroom.

TABLE I

BLIND TEACHERS IN PUBLIC SCHOOLS - SEPTEMBER 1968 - JUNE 1969

STATES	Kindergarten	1	2	3	4	5	6	Music	Retarded (Sighted)	Spec. Ed. (Sighted)	Not Designated	7	8	Music	English and Spanish	Senior Math	Retarded (Sighted)	Spec. Ed. (Sighted)	Wrestling Coach*	Business Ed.	Civics	English	French	Government, U. S.	History	Lit., Am., Eng.	Mathematics	Music	Phys. Ed.	Physics	Russian	Spanish	Social Studies, or Social Sciences	Speech	Guidance Counselor	Supt., Assistant	Principal	Not Designated	TOTAL TEACHERS	BLIND STUDENTS IN COLLEGES 1968-69	STUDENTS PLANNING TEACHING CAREER	COMMENT NOTES
		ELEMENTARY										JUNIOR HIGH								SENIOR HIGH																						
ALABAMA																																							0	37	10	1
ALASKA																																							0	3	1	2
ARIZONA																															1								1	10	1	3
ARKANSAS																																							0	40	25	4
CALIFORNIA	1	1		2		1	3		3			1	3	1	1	1	2*		1*	1	1	5		2	4	1		1				2			2*	1			39		40	5
COLORADO																	1					1																1	3	31	13	6
CONNECTICUT				1		1			1				1									2													1				7	47	22	7
DELAWARE		1																																					1	6	3	8
DISTRICT OF COLUMBIA							2															1																	3	6	1	
FLORIDA							1	1		1	1						1						1			1		1											6	85	22	9
GEORGIA					1			1														1	1		1								1						4	53	14	10

*Supervisor and Supervising Head Teacher of Mentally Retarded
*Wrestling Coach - Junior and Senior High School
*Guidance Counselor also teacher of Especially Capable Learners

Totals represent actual number of teachers; some teachers instruct in more than one grade and/or subject.

TABLE I (continued) BLIND TEACHERS IN PUBLIC SCHOOLS - SEPTEMBER 1968 - JUNE 1969

STATES	Kindergarten	1	2	3	4	5	6	Music	Retarded (Sighted)	Not Designated	7	8	Music	General Science	History	Spanish	Not Designated	Business Ed.	Chemistry	Debate	English	French	German	History	Latin	Lit., Am., Eng.	Mathematics	Music	Physics	Psychology	Russian	Spanish	Soc.Studies,Sc.	Speech	Guidance Counselor	Wrestling Coach	Special Ed.	Principal	Not Designated	TOTAL TEACHERS	BLIND STUDENTS IN COLLEGES 1968-69	STUDENTS PLANNING TEACHING CAREER	COMMENT NOTES
	ELEMENTARY										JUNIOR HIGH							SENIOR HIGH																									
HAWAII	2					1																																		3	21	4	11
IDAHO																						1		2							1									2	2	2	12
ILLINOIS		1				2	2						1		1	1					2			1			1										1			13	131	39	13
INDIANA							1				1													1									1							4	46	15	14
IOWA					1	1					1											1													1					5	50		15
KANSAS											1	1											1					1											1	3		7	16
KENTUCKY															1									1						1										1	25	0	17
LOUISIANA									1	17																												1*	2	21	49	12	18
MAINE																			1																1					2	12	6	19
MARYLAND											1										1						1					1								4	29	12	20
MASSACHUSETTS										2																														2	95	37	21

*Private School
(Sighted)

Total teachers represent actual number reported; some teachers instruct in more than one grade and/or subject.

TABLE I (continued) BLIND TEACHERS IN PUBLIC SCHOOLS - SEPTEMBER 1968 - JUNE 1969

STATES	Kindergarten	1	2	3	4	5	6	Music	Retarded (Sighted)	Spec. Ed. (Sighted)	Not Designated	7	8	Music	General Science	Retarded (Sighted)	Not Designated	Business Ed.	Chemistry	Earth Sc.& Geology	English	French	Government, U.S.	History	Latin	Mathematics	Music	Physics	Spanish	Social Sc.,Studies	Speech - Debate	Guidance Counselor	Head-Modern Lang.	Director-Spec. Ed.	Sch.Curriculum Coordinator	Principal	Special Education	Wrestling Coach	Not Designated	TOTAL TEACHERS	BLIND STUDENTS IN COLLEGES 1968-69	STUDENTS PLANNING TEACHING CAREER	COMMENT NOTES
	ELEMENTARY											JUNIOR HIGH						SENIOR HIGH																									
MICHIGAN											3						5																				8		12	28		48	22
MINNESOTA						1*			2		5			1	1						3			1			2				4*							1		20		26	23
MISSISSIPPI																					2		1	2			1*			1							1			7	22	18	24
MISSOURI	3								2	1	2						1		1		2	2					2		1	1	1								3	20	49	14	25
MONTANA							1																																	1		8	26
NEBRASKA																														3	1*									4	18	9	27
NEVADA																																								0	3	0	28
NEW HAMPSHIRE																																1	1							2	14	5	29
NEW JERSEY				1	1	1			1		1										1					1	1			2		1								9	80	10	30
NEW MEXICO																	3										1									1				5		8	31
NEW YORK	1			2	1	3	1	2						1	1			1	1	1	1	1		1	1	2	1*	1	2	1				1	1					24	290	11 2	32

Minn. - *History and Science

Minnesota *1-Debate, 3-Speech; Neb.*Speech,Debate,Grammar
Mississippi *Speech Music; New York *Instrumental Music
Missouri 1-Speech

Total teachers represent actual number of teachers; some teachers instruct in more than one grade and/or subject.

TABLE I (continued) BLIND TEACHERS IN PUBLIC SCHOOLS - SEPTEMBER 1968 to JUNE 1969

STATES	Kindergarten	ELEMENTARY										JUNIOR HIGH							SENIOR HIGH																TOTAL TEACHERS	BLIND STUDENTS IN COLLEGES 1968-69	STUDENTS PLANNING TEACHING CAREER	COMMENT NOTES
		1	2	3	4	5	6	Music	Spec. Ed. (Sighted)	Principal	Not Designated	7	8	Music	General Science	Mathematics	Principal	Not Designated	Business Ed.	Chemistry	English	French	General Science	History	Mathematics	Music	Industrial Arts	Spanish	Soc. Sc., Studies	Speech	Spec. Ed.	Guidance Counselor	Principal	Not Designated				
NORTH CAROLINA		1					1			1					1	3			1		2			1							1				11	76	29	33
NORTH DAKOTA																																			0	3	1	34
OHIO											9													4		3	1		4						17	107	34	35
OKLAHOMA									2																										2		3	36
OREGON						1	2					1*	1*				1				1		1		1										7	40	2	37
PENNSYLVANIA											2												1	1		1			1						6			38
RHODE ISLAND																			1																1		3	39
SOUTH CAROLINA																																			0			40
SOUTH DAKOTA																										2			1*	1*					3	95	36	41
TENNESSEE							1					1	1										2			1									6	44	16	
TEXAS			1																																1	151	47	42

* * Oregon -
Math and Crafts taught
by Principal.

* * South Dakota
Social Studies, Speech, and
Dramatics - 1 teacher

Total teachers represent actual number of teachers; some teachers instruct in more than one grade and/or subject.

TABLE I (continued) BLIND TEACHERS IN PUBLIC SCHOOLS - SEPTEMBER 1968 to JUNE 1969

	Kindergarten	1	2	3	4	5	6	Music	Speech Correction	Spec. Ed. (Sighted)	Remedial Reading	Retarded (Sighted)	7	8	Music	General Science	Retarded (Sighted)	Spec. Ed. (Sighted)	Principal	Not Designated	Business Ed.	Chemistry	English	French	General Science	History	Latin	Lit., Am., Eng.	Mathematics	Music	Physics	Russian	Spanish	Soc. Sc., Studies	Speech	Guidance Counselor	Principal	Superintendent of Schools	Not Designated	TOTAL TEACHERS	BLIND STUDENTS IN COLLEGES 1968-69	STUDENTS PLANNING TEACHING CAREER	COMMENT NOTES
	ELEMENTARY												JUNIOR HIGH								SENIOR HIGH																						
UTAH	1		1						1		1		1	1																										5	30	10	43
VERMONT																										1			1							1			1	4	8	4	44
VIRGINIA							1							1															1		1									3	43	12	45
WASHINGTON	1*		2	1		2																	1	1		1													1	10		20	46
WEST VIRGINIA			1										1										1						1								1			5	27	12	47
WISCONSIN												1					1						1							1								1	1	6	50	20	48
WYOMING																																								0	9	5	49
PUERTO RICO																																							3	3		15	50
VIRGIN ISLANDS																																								0	3	0	51

*Headstart Program

Total teachers represent actual number of teachers; some teachers instruct in more than one grade and/or subject.

TABLE II

GRADES, SUBJECTS AND/OR POSITIONS TAUGHT AND HELD BY BLIND* TEACHERS IN THE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES 1968-69

ELEMENTARY GRADES	NO. OF TEACHERS
Principal	1
Kindergarten	9
First Grade	4
Second Grade	5
Third Grade	7
Fourth Grade	4
Fifth Grade	14
Sixth Grade	16
Music	4
Remedial Reading	1
Retarded (Sighted Pupils)	11
Special Education(Sighted)	4
Speech Correction	1
**Not Designated	42

JUNIOR HIGH SCHOOL (SECONDARY)	
Principal	1
Seventh Grade	9
Eighth Grade	9
English	1
General Science	3
History	2
Mathematics	4
Music	4
Retarded (Sighted)	4
Spanish	2
Special Education (Sighted)	4
Wrestling Coach	1
**Not Designated	9

***SENIOR HIGH (SECONDARY) 10, 11, 12	
Superintendent of Schools	1
Assistant Superintendent	1
Principal	3
Curriculum Coordinator	1
Director - Special Education	1
Guidance Counselor	8
Head, Modern Languages Dept.	1

TOTAL NUMBER OF BLIND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS SEPTEMBER 1968 - JUNE 1969. . . 334
(Some teachers teach more than one subject and/or grade)
TOTAL NUMBER OF BLIND STUDENTS IN COLLEGES AND UNIVERSITIES SEPTEMBER 1968-JUNE 1969 . . . 1,940
PREPARING FOR TEACHING . . . 813

SENIOR HIGH SUBJECTS	TEACHERS
Business Education	4
English	26
Debate	2
Dramatics	1
Literature, American, English	2
Speech	7
Civics	1
History	21
U. S. Government	3
Industrial Arts	1
Languages, Foreign	
French	8
German	2
Latin	1
Russian	2
Spanish	6
Mathematics	10
Music	18
Physical Education	1
Wrestling Coach	1
Psychology	1
Sciences	
Chemistry	3
Earth Science and Geology	1
General Science	4
Physics	2
Social Sciences and Studies	15
Special Education	11
**Not Designated	25

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*Totally Blind and/or Visually Impaired within legal definition of blindness.
**Grade nor subject matter designated
***Single subjects indicated for Grade Nine included in Senior High School

NOTE: We are most appreciative to the State Agencies for their participation in this survey. There are a number of blind persons who do not report to, nor receive services from, state agencies; therefore, these figures are not definitive.

APPENDIX

COMMENTS RECEIVED ON RETURNED QUESTIONNAIRES

1. STATE OF ALABAMA. "During last school term, a totally blind person was employed as a teacher at the junior high school level. This marked the first time a totally blind person had been employed by the public school system in Alabama. His contract was not renewed for the 1968-69 school year due to his inability to handle the discipline problems. Based on his one-year of teaching experience, the person has decided to enter another field.

   "Your plans to follow the National Training Institute with a Regional Institute on employment of blind teachers, in my opinion, will be a step forward and should enhance the opportunity for employment by a blind teacher in the public school systems. I am sure there are several well qualified teachers in Alabama that continue to be excluded from the teaching profession." O. F. Wise, Director, Division of Rehabilitation and Crippled Children, State Department of Education.

2. STATE OF ALASKA. ". . . One teacher in the State who is blind had been teaching a regular sixth grade class for about ten years, but as of September 1968 he secured a teaching position with Anchorage Community College." Les James, Assistant Director, Office of Vocational Rehabilitation, State Department of Education.

3. STATE OF ARIZONA. ". . . To the best of my knowledge, there is one legally blind high school teacher in this State. He teaches the Russian language." Richard W. Bleecker, Director, Division of Rehabilitation for the Visually Impaired, State Department of Public Welfare.

4. STATE OF ARKANSAS. "The twenty-five blind college students whose goal is teaching plan to teach at all levels through college." Reed Greenwood, Arkansas Rehabilitation Services for the Blind.

5. STATE OF CALIFORNIA. No total was given for the number of blind students enrolled in colleges and universities during 1968-69. Some of the 38 teachers reported teach more than one subject: 1 - American Literature, U. S. History; 1 - Resource Class and Wrestling Coach in junior and senior high schools; 1 - 7th grade Geography and 8th grade History; 1 - 9th grade English and Counseling; 1 - Guidance Counselor and teacher of Especially Capable Learner Program; 1 - Math, English, History in Adult Education (not included). There is a total of 85 blind teachers in California who teach on all levels from kindergarten through college (19 at college level), besides teaching all subjects to students with a visual, mental, emotional or educational handicap in both public and residential schools (not included in survey). The following Senate Bill 989 was signed by Governor Brown in July 1965:

   > 'An Act to amend Section 13125 of Education Code, relating to certificated employees. The people of the State of California do enact as follows:
   >
   > 'SECTION 1. 13125. No person otherwise qualified shall be denied the right to receive credentials from the State Board of Education, to receive training for the purpose of becoming a teacher, or to engage

> in practice teaching in any school, on the grounds he is totally or partially blind; nor shall any school district refuse to engage a teacher on such grounds, provided, that such blind teacher is able to carry out the duties of the position for which he applies in the school district.
>
> 'The governing board of a school district may request the commission established pursuant to Section 363 for advice and assistance for purposes of this section, and it shall be the duty of the commission, upon such request, to render advice and assistance.'

"Seventy-five per cent of the blind teachers in California have taught for five years or more, which attests to the competence of the blind as teachers and demonstrates that blindness is not necessarily a handicap. . . . Some new and exciting things are happening in California in the area of good public relations between blind teachers and school administrators which are reported in the Proceedings of the Ninth Annual Conference of Blind Teachers held in December of 1968." Mrs. Sally Jones, Orientation Center for the Blind, Albany, California.

6. STATE OF COLORADO. "At the present time we know of three legally blind teachers who have contracts to teach in public schools in Colorado. All of them have partial sight. . . . We had a partially sighted girl teaching seventh and eighth grades last year, but she has married and moved to Mexico. We had another partially sighted man teaching high school for one year. His contract was not renewed for reasons other than blindness. We had another who taught French at the high school level for three years. He was well liked, but quit to take a job teaching at college level. He was totally blind. . . . of the 13 students who plan to go into teaching, only four are totally blind.

   "Until quite recently, our biggest obstacle in Colorado was the refusal of the Denver School System to consider visually handicapped teachers, or even to provide the opportunity for practice teaching in the system. However, this year one of our students is doing her practice teaching in Denver, so we are hoping for further changes in attitude." Claude C. Tynar, Chief, Services for the Blind, State Department of Rehabilitation.

7. STATE OF CONNECTICUT. ". . . In the public school setting, we have one female teacher teaching third grade elementary; one male teaching fifth grade; one female teaching eighth grade in a junior high school; one male guidance counselor in a secondary school; one female teaching English in the 10th and 12th grades of high school; one female teaching 9th and 10th grades in a Catholic high school; and a male teacher of general elementary subjects to a mentally retarded class. . . ." H. Kenneth McCollam, Director, State Board of Education and Services for the Blind.

8. STATE OF DELAWARE. ". . . In addition, we have one blind teacher serving as a resource person in a special class for the handicapped and another blind teacher in a special class for handicapped children. . . . Also, we are sponsoring approximately four blind persons enrolled in an extension program or evening classes. . . ." Howard T. Jones, Executive Secretary, Delaware Commission for the Blind.

9. STATE OF FLORIDA. ". . . The Council is sponsoring a total of 85 blind students in college, with 36 in junior colleges and 49 in universities. Twenty-two of these students are majoring in education. The breakdown of these 22 is as follows: 14 majoring in general education, 4 in elementary education, and 4 in special education. Our records also indicate that there are an additional 8 blind college students who are majoring in social science areas such as history, math, and English, who could possibly be considering the teaching profession.

"The best information we could obtain on blind teachers is as follows: two legally blind teaching math, one in high school, one in junior college; one legally blind teaching high school physical education; one totally blind teaching the fifth and sixth grades; one legally blind teaching French in high school; one legally blind teaching special education classes in the sixth and seventh grades; one legally blind teaching special education classes to blind students at all levels; and one other legally blind teaching in grammar school, but the grade level is not known.

"There are also four (three legally and one totally) blind teachers in one county's special education department who act as resource persons and who also provide some class instruction." C. Eugene Nail, Information Specialist, Florida Council for the Blind, Tallahassee.

10. STATE OF GEORGIA. "We have had difficulty in the past getting some of our clients certificated and I feel that a regional institute such as you plan will be very helpful to us in alleviating this problem. We presently have four blind teachers in Georgia's public schools: two elementary teachers, one teaching fourth grade and one teaching elementary school music; two high school teachers, one teaching English and French, the other teaching social studies and literature. . . . I hope this material will be helpful in assembling the materials of positive experience which will attest to the validity of employing blind teachers." T. M. McCollum, Supervisor, Services for the Blind, State Department of Education, Office of Rehabilitation Services.

11. STATE OF HAWAII. "There are three blind teachers employed by the State Department of Education. All three have some vision. Two teach in the kindergarten level and one in the 5th grade level. . . . Our Department of Education is hesitant about hiring totally blind teachers in the elementary schools, especially in primary grades but seem receptive to hiring a totally blind teacher for the upper elementary and secondary levels. Such a teacher will have better opportunities if he has specialized in a particular subject." Mrs. Elizabeth H. Morrison, Administrator, Services for the Blind, Department of Social Services.

12. STATE OF IDAHO. "One full-time high school teacher - subject, history. One substitute teacher, high school level - qualified for Russian, French, and European history. We are sponsoring two college students who are majoring in education." Kenneth N. Hopkins, Director, Idaho Commission for the Blind.

13. STATE OF ILLINOIS. "The two teachers listed under 6th grade are classified as elementary teachers and not necessarily restricted to 6th grade. The 1st grade teacher is partially sighted; one grade 5 teacher is

partially sighted, the other is totally blind; the two grade 6 teachers are partially sighted. The three junior high school teachers are totally blind (one teaches Spanish, one - Music, and one - History). The five teachers on the secondary level (2 - English, 1 - Math, 1 - History, and 1 - Special Education) are partially sighted. Of the total 131 blind students in colleges and universities, 92 are totally blind, and 39 are partially sighted. Of the blind students being prepared to teach in public schools, 10 are totally blind, and 39 are partially sighted.

"This list is conservative. I have to rely upon individual reports from our field counselors for some of this information. One or two people feel there might be some danger in reporting this information and refused to submit information. I feel confident that we have at least five more teachers than those reported here. Even with the admitted incompleteness, I feel this is a significant report." Floyd Cargill, Chief. Services for the Blind and Visually Handicapped, Board of Vocational Education and Rehabilitation.

14. STATE OF INDIANA. "In addition to the figures given, there is one licensed teacher working in Federally supported book program, and another teacher who is now ready for a job." Don Thacher, Indiana Agency for the Blind.

15. STATE OF IOWA. "Without doing research I think of at least five blind persons employed in regular teaching situations in our state at the present time. Most of these people are totally blind. . . . We have somewhat over fifty blind persons now attending colleges and universities. Without doing research, I cannot tell you how many of these are majoring in education, but a sizeable number are. Next spring we will have at least fifteen blind persons graduating from college. I have no doubt that they will find employment. In this connection, I am enclosing a statute enacted by our 1967 Legislature. Through the cooperative efforts of the Iowa Commission for the Blind and the National Federation of the Blind Affiliate in the state, the Legislature enacted the bill by unanimous vote:

> 'AN ACT RELATING TO THE BLIND, THE PARTIALLY BLIND AND THE PHYSICALLY DISABLED. BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA. SENATE FILE 608.

'Section 1. It is the policy of this state to encourage and enable the blind, the partially blind and the physically disabled to participate fully in the social and economic life of the state and to engage in remunerative employment.

'Section 2. The blind, the partially blind and the physically disabled shall be employed in the state service, the service of the political subdivisions of the state, the public schools, and all other employment supported in whole or in part by public funds, on the same terms and conditions as the able-bodied, unless it is shown that the particular disability prevents the performance of the work required.

'Secs. 3 to 9 . . . .'

"Of course, we still have a ways to go in changing public opinion, but I think we are making great progress. I think we are also making great progress in changing our own opinions as blind persons and as professionals in the field of work with the blind." Kenneth Jernigan, Director, Iowa Commission for the Blind.

16. STATE OF KANSAS. "In Kansas, it is known that there is one elementary teacher of grades 7 and 8. There are two secondary school teachers. One of them teaches German and music, but the subjects taught by the other are unknown. . . . Several former blind teachers in Kansas have moved to 'greener pastures' in other states. We presume that they are teaching but have no way of knowing positively. The information above was obtained from eight vocational rehabilitation counselors for the blind now serving in our state." Harry E. Hayes, Director, Services for the Blind, State Department of Social Welfare.

17. COMMONWEALTH OF KENTUCKY. "The blind teacher, employed in the Providence, Kentucky, school system teaches two classes of history in the 8th grade, two classes of American History in senior high school, and one class of psychology in senior high school. This teacher is responsible for instruction of normal students in a regular school setting.

"We have 25 blind college students at present, none of whom has at this point definitely decided upon public school teaching as a vocational objective. Some of them probably will choose this profession, while others will be discouraged by the difficulties encountered in finding suitable employment in this field.

"We have had two blind persons certified to teach who were, in fact, incompetent to do so; they found jobs and were properly dismissed from them. I am in full agreement with your goal of establishing guidelines for the selection and training of blind persons who have a potential for becoming good classroom teachers. Each failure serves as a serious obstacle to further progress in this direction." T. V. Cranmer, Director, Division of Services for the Blind, Department of Education, Bureau of Rehabilitation Services.

18. STATE OF LOUISIANA. "At the present time, our Vocational Rehabilitation for the Blind in Louisiana is sponsoring 49 college students. Of these 49 students, 12 are majoring in education to prepare them for teachers. Twenty blind persons are teaching in sighted schools in Louisiana; 16 are teaching elementary grades, 2 are teaching on the secondary level, 1 is teaching in a parochial school, and 1 blind person is a principal of a private sighted school. In addition, 1 blind person is teaching in a special education class of retarded children and another blind person is a resource teacher for blind children. I might mention that we sponsored 2 blind teachers in our Louisiana colleges and they are now teaching elementary grades in states other than Louisiana.

"During the recent session of our State Legislature in May of this year, we made additional progress in the legislative process for blind teachers. The following Act 57 makes it mandatory for colleges and universities in Louisiana to accept blind students in their teacher colleges; also quoted below is a resolution passed by the Louisiana State Board of Education regarding the training of blind persons by state colleges under the jurisdiction of the State Board of Education and employment of blind teachers by the Louisiana State School System.

'House Bill No. 300. An Act 57. To amend and re-enact Section 411 of Title 17 of the Louisiana Revised Statutes of 1950, relative to examination and certification of teachers, to provide that no person be denied the right to teaching credentials, receive teacher training, engage in practice teaching, or to be engaged as a teacher by reason of being partially or totally blind, if able to carry out his duties. Be it enacted by the Legislature of Louisiana:

'Section 1. Section 411 of Title 17 of the Louisiana Revised Statutes of 1950 is hereby amended and re-enacted to read as follows:

'Section 411. Examination and certification of teachers. The state board of education shall prescribe the qualifications and provide for the certification of the teachers of elementary, secondary, trade, normal and collegiate schools. It has the authority to approve private schools and colleges whose sustained curriculum is of a grade equal to that prescribed for similar public schools and educational institutions of the state. The certificates or degress issued by such private schools or institutions so approved shall carry the same privileges as those issued by the state schools and institutions. However, no otherwise qualified person shall be denied the right to receive credentials from the state board of education or the LSU Board of Supervisors, to receive training for the purpose of becoming a teacher, or be prohibited from practice teaching in any school, on the grounds that he is totally or partially blind, nor shall any school board refuse to engage a teacher on such grounds, if such blind teacher is able to carry out the duties of the position for which he applies to the school board.

'Section 2. All laws or parts of laws in conflict herewith are hereby repealed. (APPROVED: July 3, 1968)

'RESOLUTION S-105 passed by the Louisiana State Board of Education on May 24, 1968:

'BE IT RESOLVED that all State colleges and universities under the jurisdiction of the Louisiana State Board of Education are authorized and directed to accept the students who have successfully completed the curriculum of the State School for the Blind, Deaf, spastics or cerebral palsy and that such student may pursue a curriculum for which he may be qualified to enter, and

'THAT the board shall certify such students completing a teacher training program to teach in any public school in the State and that school boards are urged to employ such qualified and certified teachers.'"

Submitted by William F. Bridges, Director, Division for the Blind, State Department of Public Welfare.

19. STATE OF MAINE. "At the present time there are two blind teachers in the public school system in Maine. One is a high school guidance counselor, and the other is a junior-senior chemistry teacher. Both were sighted teachers at one time. The chemistry teacher has a full-time teacher's aide, and the guidance counselor has a secretary at his disposal. Both are doing an excellent job and are well accepted by other teachers and the students. . . . To date our most successful placements in the teaching field for our blind clients have been in sighted private residential schools. Employment of blind teachers in private schools involves cases that have been closed for a number of years, and the exact whereabouts of these people at this time is unknown." C. Owen Pollard, Director, Division of Eye Care and Special Services, Department of Health and Welfare.

20. STATE OF MARYLAND. "The English and Spanish teachers are employed in a parochial high school." George W. Keller, Services for the Blind, Division of Vocational Rehabilitation.

21. COMMONWEALTH OF MASSACHUSETTS. "The two legally blind persons employed as teachers are in small towns. This young man and young woman have very good functional vision." Robert J. Scott, Senior Supervisor in Education, Commission for the Blind, Bureau of Vocational Rehabilitation.

22. STATE OF MICHIGAN. "There are presently three blind persons employed as teachers at the elementary grade level. At the secondary level there are five blind persons employed; however, I am unable to obtain their subject matter. At the high school level, we have twelve blind persons as instructors and another eight in Special Education. . . ." Neil E. Crowl, Coordinator, Employment Services, Division of Services for the Blind, Department of Social Services.

23. STATE OF MINNESOTA. "Our records indicate that there are 20 teachers classified legally blind operating in Minnesota public school systems--11 females and 9 males. There are really 8 females and 1 male who teach in elementary programs, grades one through six. One female and 8 males teach in junior or senior high school programs. Two females teach in ungraded classes for mentally retarded children. Case history records are inconclusive, but it appears that the 8 female elementary teachers teach all subjects in the grades to which they are assigned. The male elementary teacher teaches fifth grade History and Science.

    "The 2 female high school teachers teach Music, English, and Speech, and the 8 male high school teachers teach English, History, Debate, General Science, and Speech. One male secondary teacher acts as a wrestling coach, in addition to his other teaching duties. In addition, this agency is knowledgeable about 5 public school teachers teaching in public schools in Minnesota who have never requested service from this agency." James O'Keefe, Assistant Director, State Services for the Blind and Visually Handicapped.

24. STATE OF MISSISSIPPI. "In addition, there are two college teachers--do not know the subjects they teach. We have five blind teachers unemployed." Jim L. Carballo, Director, Division for the Blind, Vocational Rehabilitation for the Blind, Department of Public Welfare.

25. STATE OF MISSOURI. "I am enclosing a copy of a survey we made of blind teachers in Missouri in 1967. This has a good deal of the information you requested but I note that not all the high school teachers have the subject taught nor is the grade specified with preference to the elementary teachers. Since this survey in 1967, we have placed four additional teachers in public schools during the fiscal year of 1968: 1 - kindergarten, 1 - Special Education in the elementary grades, 2 - college situations outside the state. One of these teaches business education and the other is serving as a psychologist on the secondary level in a special education program in New Orleans." (In the survey submitted, 1 teacher instructs in French and Spanish, and 1 in Chemistry and French. Three college instructors are listed, and nine teachers in residential schools for the blind, covering grades one, two, three, and five, including subjects of History, Geography, Math, Music, and Art.) V. S. Harshbarger, Chief, Bureau for the Blind, Div. of Welfare.

26. STATE OF MONTANA. "To my knowledge, we have only one legally blind teacher who is teaching the sixth grade in a public school in the western part of our State. We have had others, including two who are totally blind. Each of these taught elementary grades in rural schools. One of the totally blind individuals who was teaching is now employed as a counselor for our agency in the Rehabilitation Program. Therefore, one might say although we do not have great numbers, we have had some success in the employment of blind teachers.

"At the present time, we can only estimate the number of individuals in *training to be teachers. Some of these trainees are now freshman and* sophomore students, so you can see that there may be a change in their objective before they graduate. . . . It is difficult for us to give a more accurate account inasmuch as our Agency works with visually handicapped individuals as well as blind here in Montana. Therefore, we are serving a very large number of clients. There are a number of our visually handicapped clients who are planning to go into teaching, as well as the eight reported within the accepted legal definition of blindness. Incidentally, we have experienced some success in placing our blind rehabilitation clients into teaching jobs in other states, for example, one in Idaho and one in Utah." Emil A. Honka, Director, Division of Blind Services, Department of Public Welfare.

27. STATE OF NEBRASKA. "As for blind persons teaching in public schools, we have two totally blind men teaching social science courses in secondary schools; one legally blind young lady teaching speech, debate, and grammar in a secondary school; and one legally blind man teaching social science and serving as an assistant coach in a secondary school. . . ." Larry Loranzen, Supervisor of Rehabilitation, Services for the Visually Impaired."

28. STATE OF NEVADA. "No blind persons are employed as regular classroom teachers in the public school systems in Nevada, nor are there any blind persons known to be qualified to teach in this State." Mervin J. Flander, Supervisor, Services to the Blind, Dept. of Health, Welfare, and Rehabilitation.

29. STATE OF NEW HAMPSHIRE. "At the present time, we have two legally blind men teaching in the State of New Hampshire. One of these has a visual acuity of 20/200 in both eyes and is presently the head of the Modern Language Department of one of our regional high schools. . . . He did his undergraduate work at Dartmouth where he majored in Modern Languages. He went from there to take advantage of the teacher training program at Boston University in connection with Perkins School for the Blind. He taught for a short while at Perkins and then returned to New Hampshire where he has worked in the public school system.

"The second teacher is a man whose latest eye report shows that his visual acuity is limited to counting fingers. Following loss of sight, he underwent training at St.Paul's Rehabilitation Center and after that did his undergraduate work at the University of New Hampshire. His primary interest was in the field of school guidance counseling, but in order to get into this field in New Hampshire he was required to have two years' teaching experience. His first teaching job was in a grammar school in Raymond, N.H., where he was placed in charge of a class of special students. He did well and took advantage of graduate level courses at our state university and has finally gained his Master's degree in guidance. He is now working as a guidance counselor in a high school." John R. Millon, Vocational Rehabilitation Counselor, Bureau of Blind Services, Department of Health and Welfare.

30. STATE OF NEW JERSEY. "We have five teaching in elementary schools; one in the third, one in the fourth, one in the fifth, one teaching retarded children, and one whose grade level we do not know. Of this group, all are legally blind but all do have useful vision. One young man, legally blind with useful vision, teaches social studies at the junior high level. In high schools, we have one math teacher, one social studies teacher, one teacher (totally blind) who handles both English and some guidance, and one music teacher. In addition, we have one totally blind high school level teacher who majored in social studies and is now teaching somewhere in Iowa. There are two additional visually handicapped teachers from New Jersey who are located out of state.

"We also have one legally blind woman who is a school librarian in one of our local schools and one totally blind teacher in a private school. Currently, two clients who had prepared for teaching careers and who were graduated in June 1968 are unplaced. One who is totally blind majored in social studies; and the other, partially sighted, majored in French and Russian.

"The survey which you are conducting will certainly be enlightening information to share with our staff so that they may advise future clients of the opportunities in the field of teaching." Joseph Kohn, Executive Director, Commission for the Blind.

31. STATE OF NEW MEXICO. "There are a number of other legally blind persons in the teaching profession; however, they are teachers in the residential schools." B. V. Roybal, Rehabilitation Counselor, Services for the Blind Section, Health and Social Services Department.

32. STATE OF NEW YORK. "This agency is currently sponsoring a total of 290 college and university clients. Of these, 112 are majoring in Education and plan to teach in either elementary or secondary schools; some of their specific teaching objectives are in the areas of Special Education, English, History, Industrial Arts, Language, Music, Mathematics, Physical Education, Social Studies, and Speech. Of the 24 teachers listed, one teaches both grades 4 and 5, one - general music in grades 1 through 8 (as well as being band instructor), and one - algebra, physics, and chemistry.

"On January 17, 1967, Act S. 1292 was introduced in New York State to amend the education law, in relation to regulations, requirements or standards pertaining to qualifications of blind persons to teach in public schools:

'THE PEOPLE OF THE STATE OF NEW YORK, represented in SENATE and ASSEMBLY, do enact as follows:

'Section 1. Section thirty hundred four of the education law, as amended by chapter two hundred seventy of the laws of nineteen hundred sixty, is hereby amended to read as follows:

'3004. Regulations governing certification of teachers. The commissioner of education shall prescribe, subject to approval by the regents, regulations governing the examination and certification of teachers employed in all public schools of the state, except that no such regulation affecting the examination, certification, license, probationary periods, appointment, and tenure of position of persons employed in the teaching, examining, and supervising service in a city having a population of four hundred thousand or more shall be prescribed which may cause the discontinuance of the service of such persons who have satisfactorily completed their probationary periods, or the removal of such persons from their positions in a manner other than that provided by section twenty-five hundred twenty-three of this chapter, but no such regulations established by the commissioner or by any school district, or pursuant to the provisions of sections twenty-five hundred fifty-four, twenty-five hundred sixty-six, twenty-five hundred sixty-nine, twenty-five hundred seventy-three or thirty hundred eight of this chapter or otherwise, shall hereafter prohibit, prevent or disqualify any person who is otherwise qualified, from competing, participating and registering for such examination nor from obtaining a teacher's certificate or from qualifying for a position as a teacher solely by reason of his or her blindness, nor shall any person who is otherwise qualified be denied enrollment in any teacher training, which provides for certification as a teacher in an institution which conducts classes for blind students, solely by reason of his or her blindness.

'2. This act shall take effect immediately.'

"The good mutual cooperative efforts on the part of the Region II Office of U. S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, and The New York Association for the Blind in arranging, coordinating, and implementing the Regional Conference for Teacher Placement will most certainly lead to improved services to blind persons. I am confident that the results will be fruitful in the placement of qualified blind teachers in teaching positions. You may be interested to know that the distribution of the guidelines emanating from the National Institute for the Selection, Training, and Placement of Qualified Blind Teachers has been instrumental in bringing about a better understanding of the capabilities of blind teachers. We are already noticing a change of attitude on the part of school administrators and Boards of Education in the State of New York." Morton Kleinman, Senior Supervisor, Field Operations, New York State Commission for the Blind and Visually Handicapped.

33. STATE OF NORTH CAROLINA. "One teacher listed instructs in both subjects of Math and Science in a junior high school. In addition, there is a blind teacher of music and two instructors of English at the college level. Of the twenty-nine students now in college majoring in Education and planning to teach, twenty-two are legally blind." Grady R. Galloway, Executive Director, North Carolina Commission for the Blind.

34. STATE OF NORTH DAKOTA. "At the present time, we have three Vocational Rehabilitiation clients enrolled in either a college or university in North Dakota. Only one of the three has tentative plans for teaching; she is interested in Special Education. We do not have any blind teachers teaching in our elementary or secondary levels in North Dakota." James N. Miller, Facilities Specialist, Div. Vocational Rehabilitation.

35. STATE OF OHIO. "It has not been possible to provide a breakdown of elementary teachers. Four teachers on the high school level teach both History and Soecial Studies." Everett R. Steece, Chief, Bureau of Services for the Blind, State Department of Public Welfare.

36. STATE OF OKLAHOMA. "At this time, we do not have, to our knowledge, any blind teachers in the school system in Oklahoma other than those who work in special resource rooms with exceptional children. There are two legally blind teachers in Oklahoma public schools who teach special education classes. There is also a totally blind man in charge of audio visual program for the Oklahoma public schools in Oklahoma City." L. E. Rader, Director of Public Welfare, Public Welfare Commission.

37. STATE OF OREGON. "I certainly second your motion that teaching in the elementary and secondary schools is not only feasible but also a practicable endeavor for blind persons. A few years ago, we used to be plagued with requests from our clients to send them to college to prepare for a teaching career. That was fifteen to twenty years ago, and at that time it was almost impossible for a blind teacher to stay on the job, let alone a blind person getting a teaching post. Nonetheless, we trained some of them and although most of them had to take positions out of Oregon, a couple remained and are still teaching today.

"This year, we have forty students in college and only one is training for the teaching profession in less than college level; one other is going for his doctorate and will aim toward college teaching, if he doesn't go into private industry or Federal service.

"At the present time, we have seven blind persons teaching in elementary and secondary schools throughout Oregon. Of these, four are in elementary schools; three teaching fifth and sixth grades, and the other is a principal, who also teaches mathematics and crafts to seventh and eighth graders. The other three are in high school teaching; two specializing in mathematics and general science, and the other teaches English or literature. The new mathematics should be a boon to blind teachers, as it is so tied up in abstract or non-visual concepts. . ." Clifford A. Stocker, Administrator, State Commission for the Blind.

38. COMMONWEALTH OF PENNSYLVANIA. "I would like to supply the following information concerning legally blind teachers now in the public and parochial school systems here in Pennsylvania. I have arbitrarily included the parochial school teachers, since I think their positions are very similar to those in our public school systems. I would think there is very little difference in the physical demands they are called upon to meet in the classroom and in carrying out the other administrative and/or extracurricular duties.

"We have four legally blind teachers employed at the secondary school level and the subjects taught are Social Studies, Music, History, and General Science. We have just two legally blind teachers employed at the elementary school level. . . ." Ralph E. Beistline, Rehabilitation Specialist, Office for the Blind, Department of Public Welfare.

39. STATE OF RHODE ISLAND. "At present, we have only one teacher who is blind active in Rhode Island. This man had been teaching prior to loss of vision and through our V. R. Services was returned to his same teaching position. Subject nature is in the business area, including typing, machine operations, bookkeeping, etc. for Grades 10, 11, and 12.

"Three students under our V.R. Program are currently majoring in education. However, two have not been afforded the opportunity for student teaching. Counselors are attempting at this time to arrange opportunities in order to help these persons reach certification upon graduation from college. One of the three students is presently involved in a review situation awaiting decision to permit a student teaching placement. It appears that this individual may be allowed to carry through with student teaching and eventually enter the field of education.

"I am pleased to learn of your survey since it not only makes us more aware of these problems, but will no doubt assist us in the future in opening more doors for teaching placements. . . ." E. Lyman D'Andrea, Administrator, Division of Services for the Blind, Department of Social Welfare.

40. STATE OF SOUTH CAROLINA. ". . . There are now in South Carolina teachers who would fit into just about every category except the one in which you are greatly interested. We have former blind teachers who taught in public schools; a school principal, still employed, who is losing his sight; a blind band director in a public school, who has just resigned; two blind teachers of blind and handicapped children in special classes in the public schools; and several blind teachers at the State School for the Deaf and Blind. Also, there are blind college teachers here in several institutions of higher learning. In spite of this, our score adds up to zero!

"The number of blind students attending college in the State has tripled during the past two years, and some of these young people are planning to teach in public schools. . . ." Fred L. Crawford, Executive Director, South Carolina Commission for the Blind.

41. STATE OF SOUTH DAKOTA. ". . . Presently, there are three blind persons teaching at the secondary level, none at the elementary level. In addition, there are many visually handicapped teachers in both areas; however, without detailed research we could not provide you with statistics. Two of the three above-mentioned teach music, while the other teaches social studies, speech and dramatics.

"Our Agency is presently sponsoring 95 blind or visually handicapped students in colleges and universities throughout the United States. Of that total, 36 are majoring in education and presumably will be teaching in their chosen subject areas upon graduation.

"There are no existing laws in our State preventing the certification of any qualified person for the teaching profession. Certification of any blind or visually handicapped person is based solely upon academic performance and the fulfillment of necessary subject area prerequisites. There are school administrators who would reject a qualified blind teacher solely because of the blind condition." Clinton S. Veith, Assistant Director, Service to the Blind and Visually Handicapped.

42. STATE OF TEXAS. ". . . The information on blind college students will be fairly easy to compile, although this will take a little time because of the decentralized nature of our statewide operation. I'm sure you realize that it is virtually impossible to come up with accurate data about the number of blind teachers employed in the public schools of Texas. We don't keep a cumulative total on the number of such placements made over the years, and even if we did, some people will change jobs; others may come into the state through other programs, etc. Therefore, about all Mr. 'Bud' Davidson (Director of Field Staff) can do on this is confer with various staff members from the Commission and the Central Education Agency, and give you the best possible estimate he can on this." Burt L. Risley, Executive Director, State Commission for the Blind.

43. STATE OF UTAH. "One teaches Kindergarten; 1 - Grade 2; 1 - both 7th and 8th grades; one teaches remedial reading; and another teaches speech correction to all elementary grades." Donald W. Perry, State Supervisor, Utah Services for Visually Handicapped.

44. STATE OF VERMONT. "To the best of my knowledge, we have five teachers who are either legally or totally blind in the State of Vermont. One is teaching math in the high school level; one is teaching history, I believe on the junior high level; and one is in guidance, and I am note sure on what level; and I do not know the subject which is being taught by another teacher. This division is sponsoring or partially sponsoring eight students on the college or university levels. Of these eight, probably four will end up in the teaching field." Howard E. Walbridge, Peripatologist, Div. for the Blind and Visually Handicapped, Department of Social Welfare.

45. COMMONWEALTH OF VIRGINIA. "There are three blind teachers in Virginia who are known to the Commission. One teaches sixth grade, one teaches eighth grade, and one teaches math and physics in high school. The high school teacher is totally blind, and the other two have 20/200 visual acuity. Forty-three blind students are currently being sponsored by the Vocational Rehabilitation Department; twelve of them are planning to teach . . . ." Joseph H. Wiggins, Supervisor, Rehabilitation Services, Commission for the Visually Handicapped.

46. STATE OF WASHINGTON. ". . . This information is based on my knowledge only, as this state does not have a method of recording and reporting this information officially. To my knowledge there are 10 blind persons teaching in the regular public school systems of the State of Washington. Of these, 4 teach in high schools and 6 teach in elementary schools. Of the 4 high school teachers, 1 teaches History, 1 teaches English, 1 teaches French, and I am not certain of the subject matter of the 4th, except that I would assume it to be in the non-science, non-mathematics area. Of the 6 elementary teachers, 1 teaches in the Headstart Program, 2 teach second grade, 1 - third grade, and 2 - fifth grade.

"Of the 10 teachers, 2 have slightly better vision than 20/200; 4 have vision of 20/200 or slightly less; 3 have seriously impaired vision (20/400 or less), and 1 is totally blind. Three teach in definitely rural areas, 5 teach in small cities or suburban areas; and 2 teach in the large city school systems.

"There are approximately 20 college students in the State of Washington who declare as their vocational objective a career in the teaching field. I believe that the greatest amount of encouragement can be given to the employment of visually handicapped teachers through dissemination of your information to teacher training departments of colleges and universities and to the teacher placement bureaus. Public education with the personnel departments of school districts is important also. However, I feel the key persons are in the colleges and the teacher placement bureaus. . . ." Donald C. Crawford, Supervisor, Vocational Rehabilitation, Services for the Blind, Department of Public Assistance.

47. STATE OF WEST VIRGINIA. ". . . Mr. E. M. Ashworth, Chief, Services for the Blind and Deaf, sent a questionnaire to Rehabilitation District Offices in order to obtain the requested information. We are most interested in this problem and will use the West Virginia data to encourage employment of teachers in public schools.

"We have several blind persons teaching in West Virginia colleges and universities. I should like to bring to your attention that we have employed two blind persons trained as teachers at our West Virginia Rehabilitation Center and four blind persons as counselors for the blind in our district offices. We have additional positions to fill when qualified applicants are available. The following is a memorandum Mr. Ashworth sent to District Supervisors which is self-explanatory and which information will be of value to our agency:

'Counselors who have blind clients preparing to teach in public schools in West Virginia should ascertain problems they may encounter in obtaining the required practice teaching course for teacher certification. They should also inquire as to employment of certified blind teachers by school officials. These two questions should be resolved prior to entering new students in the teaching field and those who are now in college prior to their reaching their senior year.'

"In the past our agency has trained numerous blind clients (20/200) to be employed as public school teachers." Thorold S. Funk, Director, Vocational Rehabilitation Division, State Board of Vocational Education.

48. STATE OF WISCONSIN. ". . . We have one legally blind man who is functioning as the superintendent of schools in a rather small community in northern Wisconsin. Although legally blind, this person has rather useful vision which enables him to do much of his own reading. It is interesting that he originally held the position which he now has and resigned it when his vision failed. He was later approached by local authorities and encouraged to resume his former position which he did and he states that he feels now that the school district has increased in size, he is able to delegate various tasks to other people and thus perform more efficiently in his position than he did when he had normal vision.

"There is a totally blind person performing as a teacher and administrator in adult education classes in a small town. We have a partially sighted music teacher performing on the high school level in a small town, and we also have another partially sighted girl teaching English in a small town in western Wisconsin. Another partially sighted man is teaching remedial reading at the state prison. A totally blind woman teaches at a Lutheran home for the retarded. We also have another visually handicapped person teaching mentally retarded teenagers in a Milwaukee school. There is one legally blind, but partially sighted, individual who was recently referred to this agency because of progressive visual loss, and he has been performing as a teacher and still is doing so. There is also a totally blind man teaching chemistry at Marquette University.

"Although I do not have exact figures available, I would estimate that at the present time we have approximately fifty clients enrolled in higher education courses with approximately fifteen to twenty considering teacher as a career. There have been a number of instances in the past where clients have been refused student teaching assignments by colleges and universities and our clients who have attempted to locate work in public schools have generally met with much resistance. . . ." Adrian DeBlaey, Rehabilitation Supervisor, Bureau for the Blind, Div. of Vocational Rehabilitation, Dept. of Health and Social Services.

49. STATE OF WYOMING. "Within the past five years, we have had a totally blind teacher teaching the fourth grade in Burlington. This is a very small town and his class had twelve students. We had another totally blind person teaching chemistry and physics in high school and another teaching music in high school. Both of these were in small towns, also. However, at the present time, we have no legally blind teachers.

"We do have 18 visually handicapped students attending college, of which 9 are legally blind. Of the 9, 5 are preparing to be teachers. The

University of Wyoming has trained legally blind students in the Department of Education and has let them take teacher training. The University of Wyoming is the only four-year college in Wyoming. We have six junior colleges scattered throughout the state. . . ." H. Smith Shumway, Director, Services for the Visually Handicapped, Department of Education.

50. COMMONWEALTH OF PUERTO RICO. "According to the research done by our Counselor for the Blind, there are three blind persons teaching in the public secondary schools, and there are fifteen students sponsored by the Rehabilitation Agency who are majoring in Education. I am very glad to share with you the project being developed to interest Government in the employment of blind teachers in the public schools." Mrs. Petra Cruz Márquez, Director, Rehabilitation Center for the Blind of Puerto Ric.

51. GOVERNMENT OF THE VIRGIN ISLANDS OF THE UNITED STATES. ". . . To my knowledge, there are no blind teachers presently teaching in the Virgin Islands educational system, either private or public. However, at the same time, I am not aware of whether any blind teachers have ever made application to teach in the Virgin Islands. At one time, we did have a blind counselor in the Home for the Aged in St. Croix, but she has since returned to the States. . . .

"We have three young male clients receiving training. All of them suffer from the loss of one eye. One is attending college in Puerto Rico, majoring in the field of Business Administration; another is attending Aeronautical Maintenance School in California; and the third is about to be entered in a training program for mechanics. We have never to my knowledge had an applicant who was desirous in receiving training in the teaching field. . . ." Mrs. Leonarda Crowley, Director, Vocational Rehabilitation, Department of Education.

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